DOCUMENT RESUME

ED 292 742 SO 019 042

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|---|---|
| TITLE | Social Studies Program, Grade 2. 1987 Updated Edition. |
| INSTITUTION | New York State Education Dept., Albany. Bureau of Curriculum Development. |
| PUB DATE | 87 |
| NOTE | 201p. |
| PUB TYPE | Guides - Classroom Use - Guides (For Teachers) (052) |
| EDRS PRICE | MF01/PC09 Plus Postage. |
| DESCRIPTORS | Citizenship Education; Classroom Environment; Course Content; *Grade 2; Learning Activities; Primary Education; Resource Materials; Skills; *Social Studies; State Curriculum Guides |
| IDENTIFIERS | Conceptual Approach; New York |

ABSTRACT

This curriculum guide is structured around 10 key concepts of the K-6 social studies program including change, citizenship, culture, empathy, environment, identity, interdependence, nation-state, scarcity, and technology. The guide is divided into two sections. Section 1, the teachers's notebook, encompasses: (1) the concept goals of the elementary program; (2) the integration of the skill goals throughout the program; (3) the development of citizenship competency; (4) development of participation projects; and (5) the creation of a positive classroom environment. Section 2, the syllabus, comprises: (1) the grade level overview; (2) K-6 program generalizations; (3) the syllabus symbol key; and (4) explanation of the format. The student explores rural, urban, and suburban communities with the focus on U.S. communities. Communities are studied from the social/cultural, political, economic, geographic, and historic perspectives. Concepts, content understandings, and activities stress the child's role as a social being and self-directed learner. The format of the syllabus is: (1) concepts; (2) content understanding; (3) possible activities; (4) skills/attitudes; (5) student evaluation; and (6) resources. A discussion of methods of integrating handicapped students into the instructional program is appended. (SM)

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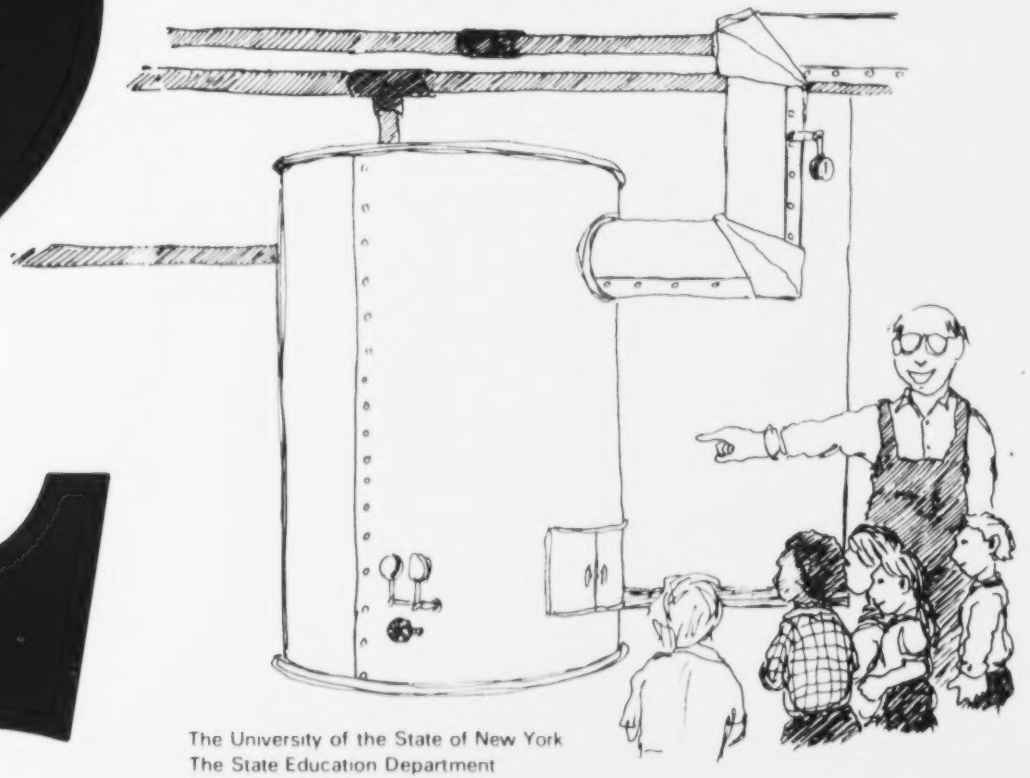
# 2 SOCIAL STUDIES PROGRAM



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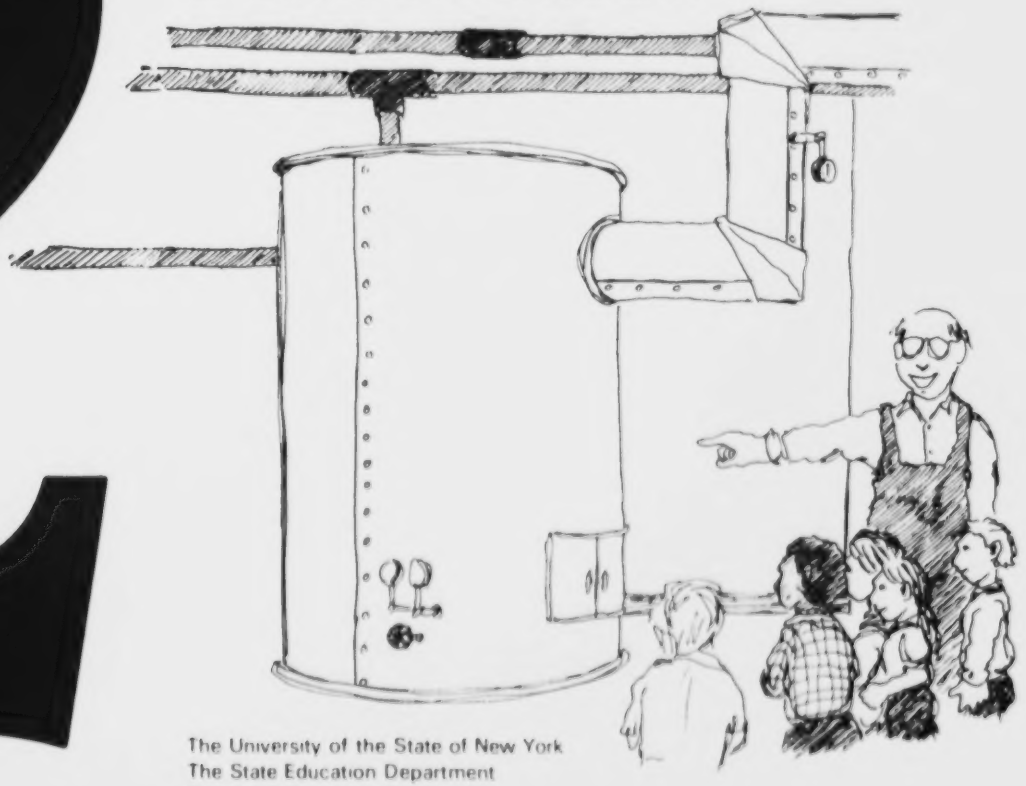
# 2

# SOCIAL STUDIES PROGRAM



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# FOREWORD

During the period in which the K-6 social studies program was initiated, developed, field tested and revised for publication, participation in the syllabus development process dealt with some persistent and difficult issues. Among them were the following:

- How can social studies curriculum address student needs and interests?
- How can a K-6 program provide a foundation for students living in a rapidly changing global world?
- How can process elements as keys to lifelong learning be incorporated into a social studies program?
- How can an elementary program reflect increasing knowledge about child development and learning?
- How can syllabus material give attention to the learning environment as well as the learning content?
- How can syllabus material help teachers deal with content selection?
- How can social studies experiences encourage students to accept the responsibilities of participatory citizenship?
- How can syllabus materials meet the needs of a diverse State, giving sufficient direction and yet providing flexibility?
- How can materials prepared this year be relevant next year, and the next?
- How can students be led to consider the future as well as the past and present in social studies?
- How can we educate for multicultural understanding and cooperation in an increasingly interdependent world?

These issues continue to be of concern today. As local districts organize for curriculum development and for instruction in social studies they must consider those issues carefully.

The content, concept and skill goals of the State social studies program represent educational outcomes. It is toward these outcomes that the district program should be directed. These outcomes provide a framework,

or guide to curriculum development. Content specifics and programs should be based on this framework. Each theme, unit and lesson should be planned with attention to the content, concept and skill learning it fosters. The New York State social studies program outcomes can be represented visually as follows:

## N. Y. S. SOCIAL STUDIES PROGRAM GOALS

**SKILLS**

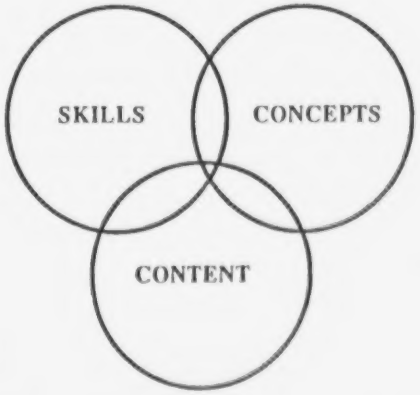
Gathering Information

Using Information

Presenting Information

Participating in Interpersonal and Group Relations

Self-Management




**CONTENT**

Historic
Geographic
Economic
Political
Social

**CONCEPTS**

K - 6

Change
Citizenship
Culture
Empathy
Environment
Identity
Interdependence
Nation-State
Scarcity
Technology

7 - 12

Choice
Diversity
Human Rights
Justice
Political System
Power

It is not possible to include in a syllabus all the possible examples which can be used to develop the ideas which the syllabus provides. A district curriculum development team, and the individual teachers in the district's classrooms, must exerc'se sound professional judgment in the selection of well-balanced materials.

This 1987 edition of the New York State Social Studies Program, reflects some changes from the 1982 program. These changes, which came about through dialogue and active involvement of educators, are summarized below.

- the addition of a graphic symbol accompanied by notes to teachers recommending attention to multicultural content. In our diverse society, it is critical that multicultural content be used to build the self-esteem and identity of all students. All curriculum documents should build toward constructive attitudes toward diversity for all students.

- the addition of appropriate content examples which will help districts to make decisions about which data to use to illustrate the content objectives for the units

- updating of the resource column to reflect current material available to teach the program's content, concepts and skills

- cosmetic changes which will make the syllabus easier to use

The Bureau of Social Studies Education and the Bureau of Curriculum Development continue to encourage dialogue about this and other publications. In addition, these bureaus welcome copies of local guides or other materials developed to implement the social studies program. For assistance in developing local materials the readers may want to consult:

Curriculum Development: A Handbook for School Districts (The State Education Department)

Supervision Manual: Social Studies Program (The State Education Department)

SSEC Curriculum Development Manual

NCSS Document; Curriculum Guidelines

or call the Bureau of Social Studies at (518) 474-5934 or 474-5978.

# ACKNOWLEDGMENTS

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The New York State Education Department wishes to thank the more than one hundred school districts which field-tested these materials.

The K-6 social studies curriculum revision would not have been possible without the extraordinary cooperation of the District Superintendents and their Boards of Cooperative Educational Services (BOCES) throughout the State. They were represented by their Curriculum Committee chaired by Freeman A. VanWickler, District Superintendent, Delaware-Chenango-Madison-Otsego BOCES. The K-6 project administration was conducted under the supervision of Mr. William Crocoll, former District Superintendent Erie II BOCES.

The K-6 social studies curriculum revision was completed under the direction of Donald H. Bragaw, chief, Bureau of Social Studies Education. Judith S. Wooster, associate in the Bureau of Social Studies Education, served as project coordinator and was assisted by Jacob I. Hotchkiss, associate. The manuscript was reviewed by Coe Dexter, John Dority, and Kenneth Wade, associates, Bureau of Social Studies Education. George Gregory, associate, Bureau of Curriculum Development, assisted in the development of the material and prepared it for press. Carol Doney of the Catskill Central School District assisted in updating this program.

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# TEACHER NOTEBOOK

The Teacher Notebook appears at the beginning of every grade level segment of the K-6 social studies syllabus. Its goal is to elaborate on the key features of the program, suggesting relevant classroom applications.

While the sections of the Teacher Notebook may be read separately, in essence they each represent necessary pieces of the whole social studies program and set the stage for use of the syllabus.

# CONCEPT GOALS OF THE ELEMENTARY PROGRAM

Concepts are content organizers. They are mental images or word pictures conveyed by a single word or word combination. The following characteristics apply to concepts.

A concept is:

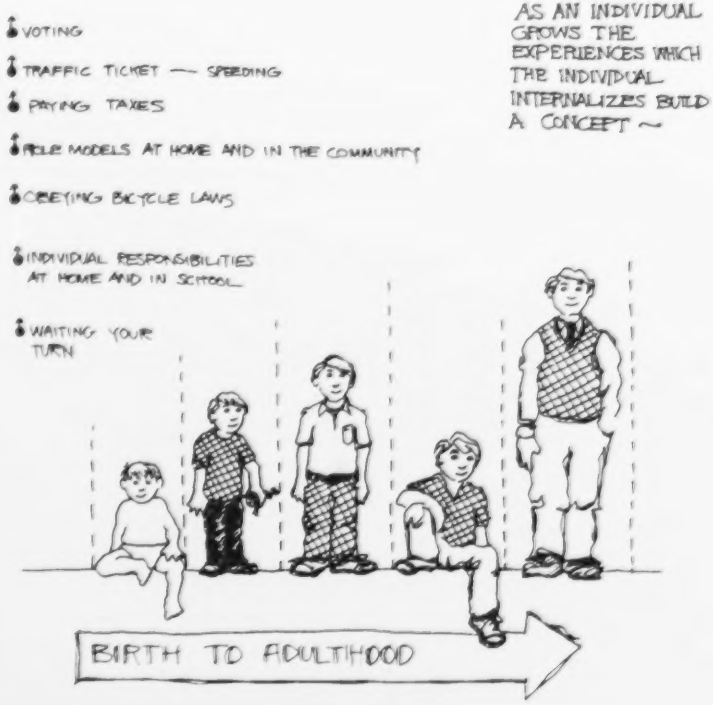
- usually abstract, as opposed to concrete
- a product of the analysis and synthesis of facts and experiences rather than a definition to be learned
- constantly subject to expansion of meaning and delineation of detail, as experience provides different settings and different relationships in new contexts.

Concepts are constructed by students through interactions between their mental structures and their environment. This process of restructuring knowledge is:

- ongoing
- stimulated by active involvement
- developmental in nature.

Illustrated graphically, a student grows to incorporate new experiences into his/her existing framework and at the same time modifies that mental framework, changing and extending it. In recognition of the developmental nature of concept learning, the concept goals of the K-6 social studies program are highlighted on each syllabus page. Content understandings and activities are designed to foster conceptual growth.

All school and life experiences influence a person's perception of a concept such as ~ Citizenship


VOTING
TRAFFIC TICKET — SPEEDING
PAYING TAXES
ROLE MODELS AT HOME AND IN THE COMMUNITY
OBEYING BICYCLE LAWS
INDIVIDUAL RESPONSIBILITIES AT HOME AND IN SCHOOL
WAITING YOUR TURN
AS AN INDIVIDUAL GROWS THE EXPERIENCES WHICH THE INDIVIDUAL INTERNALIZES BUILD A CONCEPT ~
BIRTH TO ADULTHOOD

The 10 key concept goals of the K-6 social studies curriculum are:

CHANGE
basic alterations in things, events, and ideas

CITIZENSHIP
membership in a community (school, state, nation....) with its accompanying behaviors, rights, and responsibilities

CULTURE
the way of living any society develops to meet its fundamental needs

EMPATHY
the ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others

ENVIRONMENT
surroundings, including natural elements and elements created by humans

IDENTITY
awareness of one's own values, attitudes, and capabilities as an individual and a member of groups

INTERDEPENDENCE
reliance upon others in mutually beneficial interaction and exchange

NATION-STATE
a geographic/political organization uniting people by a common government



SCARCITY
the conflict between unlimited needs and wants and limited natural and human resources

TECHNOLOGY
the tools and methods used by people to get what they need and want

Further elaboration and definition of these concepts are included in the syllabus. Through many diverse social studies experiences in the elementary grades, students will build mental categories which provide a foundation for social studies learning in grades 7 through 12.

There is a great deal educators need to learn about teaching for concept learning. This syllabus offers a starting point for incorporating concept goals into social studies planning. Local districts are encouraged to elaborate on and refine these efforts.

# SKILL GOALS OF THE ELEMENTARY PROGRAM

The incorporation of skills into the elementary social studies program has grown out of increased emphasis upon skill development in all educational fields. The following skills list categorizes skills which are chiefly social studies skills as well as those skills which are interdisciplinary. Items from the skills list have been incorporated into the syllabus at every grade level. Teachers are encouraged to plan each social studies lesson with regard to systematic skills development using this list as it is written or as it is amended to meet local needs.

Suggested Skills List

I. Getting Information

Identifying a variety of sources of information

- multiple sources of the same types of information
- varying approaches, viewpoints, interpretations
- reference works, newspapers, magazines, primary and secondary sources
- tables, graphs, charts, diagrams, pictures
- maps, globes, atlases, vocabulary
- visuals, field trips, artifacts
- listening
- observing

Recognizing advantages and limitations of various sources

Locating sources of print and nonprint information

- libraries (card catalogs, indices, library guides such as Readers' Guide to Periodical Literature)
- tables of contents, appendices, glossaries, bibliographies, and indices
- museums, galleries, public and private collections, motion pictures, television, radio, recordings, conversations, interviews

Identifying the types and kinds of information needed by

- recognizing information that is relevant as differentiated from information that is irrelevant
- using subquestions and/or predicted consequences
- understanding purposes for which information is to be used

Locating information in print and nonprint sources

- main elements
- main ideas
- supportive elements

Organizing collected information

- orderly, precise, summarized notes
- cited sources

II. Using Information

Classifying and/or categorizing data by

- selecting appropriate headings for data
- distinguishing between relevant and irrelevant information and events
- placing ideas in order, chronological and other

- developing tables, charts, maps, and graphs to clarify data and ideas
- identifying differences and similarities in data

Evaluating data by

- differentiating fact from opinion
- identifying frames of reference
- identifying value-laden words
- detecting evidence of propaganda
- evaluating author's or person's qualifications

Drawing inferences from data by

- identifying relationships among the parts
- detecting inconsistencies
- weighing conflicting facts and statements

Checking on completeness of data and questioning hypotheses based on sufficiency of evidence by

- using simple mathematical and statistical devices to analyze data
- testing, refining, and eliminating hypotheses and working out new ones when necessary
- drawing conclusions

Generalizing from data by

- applying previously learned concepts and generalizations to the data or situation
- checking reasoning against basic principles of logic and looking for inconsistencies, limitations of data, and irrelevancies



- creating a broad statement which encompasses findings

Scrutinizing possible consequences of alternative courses of action by evaluating them in light of basic values, listing arguments for and against such proposals, and selecting courses of action most likely to achieve goals.

Revising generalizations in the light of new data

III. Presenting Information

Speaking in an effective way by

- spending sufficient time in planning and preparing, whether it be for an individual oral report or as a member of a panel, debate, forum, etc.
- talking in complete sentences
- keeping to the topic
- using appropriate visuals
- learning and developing the skills of being a discussion leader or participant

Using media and various visuals for communicating ideas by

- previewing such media and visuals
- preparing appropriate commentary
- using a variety of media forms: films, filmstrips, photographic essays, etc.
- constructing and using appropriate tables, charts, graphs, cartoons, etc.

Writing in an expository way by

- thinking logically

- communicating ideas coherently
- forming generalizations based on appropriate data
- supporting such generalizations through the use of relevant factual information
- using different forms of written exposition: investigative, informative, interpretive, argumentative
- following an acceptable format that includes an introductory element, a body containing the basis of the exposition, and a conclusion

Recognizing and using nonverbal means of communicating by

- understanding the variety of kinds of non-verbal communications: gestures, touching, eye language, handling of body trunk, etc.
- appreciating that the amount and kind of non-verbal communications vary from culture to culture

IV. Participating in Interpersonal and Group Relations

Incorporating a set of positive learning attitudes by

- recognizing that others may have a different point of view
- observing the action of others
- being attentive to situational as well as personal causes of conflict
- listening to reason
- recognizing and avoiding stereotypes
- withholding judgment until the facts are known
- objectively assessing the reactions of other people on one's own behavior

Participating in group planning and discussion by

- following democratic procedures in helping to make group decisions
- initiating ideas
- giving constructive criticism
- suggesting means of group evaluation
- suggesting ways of resolving group differences
- anticipating consequences of group action

Assuming responsibility for carrying out tasks

- individual
- group

Being alert to incongruities and problems

Defining basic issues by

- defining terms
- identifying basic assumptions
- identifying value conflicts

Setting up hypotheses and/or alternative courses of action.

---

NOTE: The skills described as self-management skills pertain to a student's growth in affective areas. They encourage students to develop a global, multicultural and multiethnic perception about the world and its people.

**These skill goals can be summarized as decreasing egocentricity, ethnocentricity, and stereotypic behavior and developing constructive attitudes toward change, ambiguity, diversity, and conflict.**

**While these skills are some of the most difficult to achieve, they pervade the social studies program and the entire school program.**

V. Self-Management Skills[1]

Decrease Egocentric Perceptions

- evidencing a growing capacity to recognize the existence of perspective and to project themselves into alternative perspectives
- evidencing a growing capacity to explain why they might feel or act the same way as another, were they in the other's social and situational setting
- evidencing a growing capacity to accept alternative perspectives as being legitimate explanations of the differing perceptions of others
- evidencing a growing capacity to consider and act in response to the interests and welfare of others

Decrease Ethnocentric Perceptions

- demonstrating a growing capacity to make and prefer statements about their groups that do not imply a standard by which all other groups are judged



- evidencing a growing capacity to make and prefer statements about other groups which do not use their own groups as a standard
- showing a growing ability to consider and act in response to the interests and welfare of others' groups in addition to those of their own group

Decrease Stereotypic Perceptions

- evidencing a growing capacity to use and prefer qualifying statements that restrict the scope of the characteristics of phenomena
- evidencing a growing capacity to use and prefer tentative characterizations of perceived phenomena, thus indicating their awareness that both the state of the phenomena and the viewer's perception of them are subject to change

Increase the Ability to Empathize

- demonstrating a growing capacity to describe accurately the thoughts and feelings of others

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[1]Reprinted with permission from Skill Development in Elementary Social Studies: A New Perspective, by Barbara J. Winston and Charlotte C. Anderson (Boulder, CO: Social Science Education Consortium and ERIC Clearinghouse for Social Studies/Social Science Education, 1977).

- evidencing a growing ability to avoid pejorative explanations of behaviors different from their own

Develop Constructive Attitudes Toward Diversity

- demonstrating a growing capacity to accept diversity as inevitable and natural

- evidencing a growing capacity to respond to diversity by defending or promoting desirable differences and condemning or reducing undesirable differences
- showing a growing ability to recognize the moral complexity inherent in diversity and to seek humane solutions for such moral dilemmas

Develop Constructive Attitudes Toward Change

- demonstrating a growing capacity to perceive change as inevitable and natural
- evidencing a growing capacity to recognize the ramifications of change
- evidencing a growing capacity to defend and promote desirable change and condemn or impede undesirable change
- showing a growing ability to recognize the moral complexity inherent in change and to seek humane solutions for such moral dilemmas

Develop Constructive Attitudes Toward Ambiguity

- evidencing a growing capacity to perceive ambiguity as natural and inevitable
- developing a growing capacity to tolerate ambiguity

Develop Constructive Attitudes Toward Conflict

- demonstrating a growing capacity to perceive that conflict is inevitable and natural
- evidencing a growing ability to perceive conflict as potentially manageable and to identify and use alternative methods of managing conflict
- becoming more adept at recognizing the moral complexity inherent in any conflict situation

# STUDENT EVALUATION

Effective evaluation must be an ongoing part of a social studies program. It is multipurpose in nature, and can be used to:

- determine a student's readiness for learning
- provide the student and teacher with guidance in assessing ongoing learning progress
- aid in student self-evaluation
- indicate individual or group instructional needs
- demonstrate student achievement in knowledge and skill acquisition
- indicate the effectiveness of classroom procedures, strategies, and materials
- provide qualitative and quantitative feedback on performance for parents, teachers, and students themselves.

Effective evaluation requires ongoing attention to such questions as:

- Are students achieving the knowledge and skills set as goals and objectives?
- To what degree of success?
- How can we know?

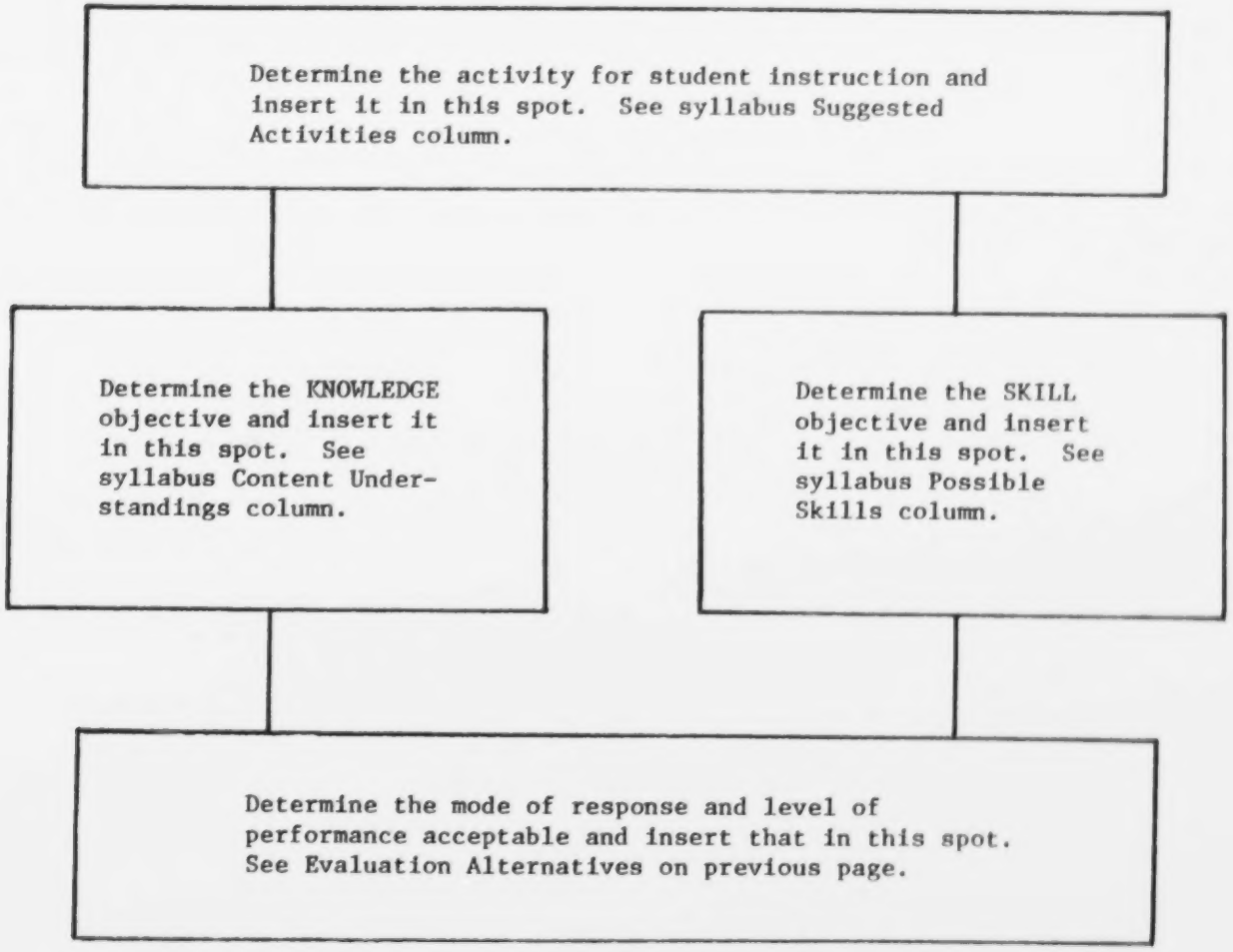
The ASSESSMENT OF OUTCOMES MODEL explained on the next page can help a teacher answer these three questions.

In day-to-day social studies instruction, the teacher has a wide variety of evaluation techniques and strategies from which to choose. Using a variety of formal and informal methods can provide information about the knowledge and skill progress of students, and assist in planning for social studies learning.

The following list of different methods of evaluation may act as a teacher checklist.

- Observations
- Rating scales and checklists
- Conferences with individuals or groups
- Group discussions
- Anecdotal records
- Problem-solving and value clarification processes and skills
- Higher level analytical questioning
- Teacher-made objective tests
- Standardized tests
- Expository and creative writing
- Student criteria setting and self-evaluation
- Student peer evaluation
- Role play and simulations
- Culminating projects

To use the ASSESSMENT OF OUTCOMES MODEL for planning and evaluating...


Determine the activity for student instruction and insert it in this spot. See syllabus Suggested Activities column.
Determine the KNOWLEDGE objective and insert it in this spot. See syllabus Content Understandings column.
Determine the SKILL objective and insert it in this spot. See syllabus Possible Skills column.
Determine the mode of response and level of performance acceptable and insert that in this spot. See Evaluation Alternatives on previous page.

Building toward the CONCEPT(S) of _____.
Enter 1 or more of 10 program concepts

A sample form is completed on page 12. A form for duplication and use is included on page 13.

ASSESSMENT OF OUTCOMES MODEL

Teacher: Sample Date: _____

Grade: _____

Given preparation and instruction through

viewing filmstrips about families around the world

the student will demonstrate

KNOWLEDGE of the content understanding

family structure varies from place to place

SKILL in

generalizing from data

to the performance level of

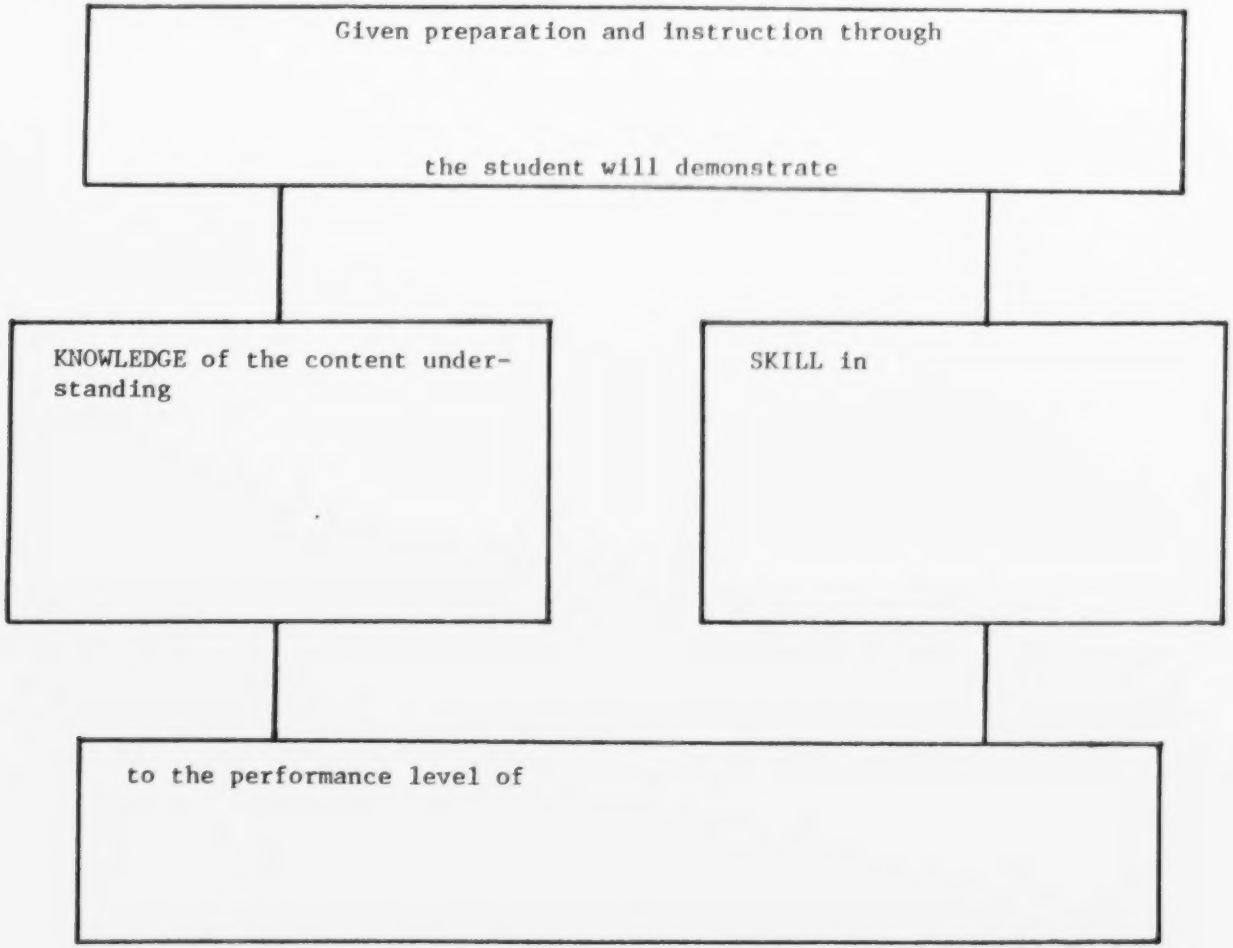
identifying at least two ways family structure may vary place to place

Building toward the CONCEPT of CULTURE.

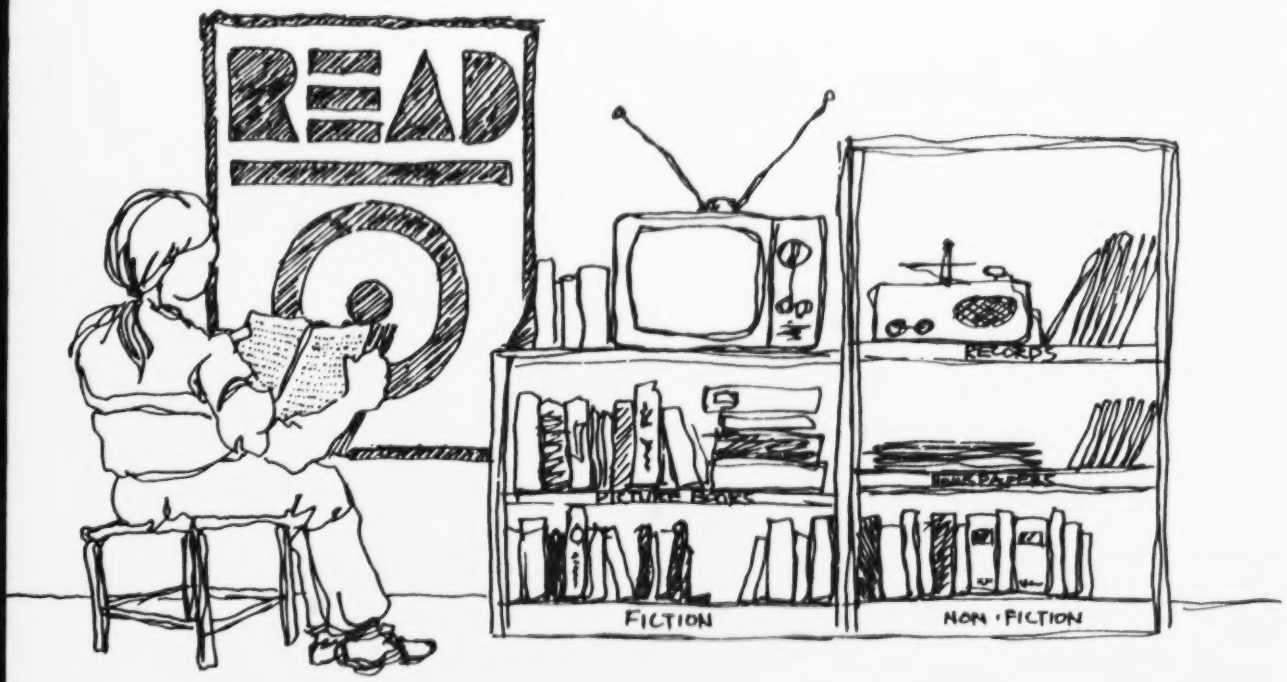
ASSESSMENT OF OUTCOMES MODEL

Teacher: _____ Date: _____

Grade: _____


Given preparation and instruction through
the student will demonstrate
KNOWLEDGE of the content understanding
SKILL in
to the performance level of

Building toward the CONCEPT(S) of _____.


READ
RECORDS
PICTURE BOOKS
FICTION
NON-FICTION

# LINKING LITERATURE TO SOCIAL STUDIES

Children's literature provides classroom teachers with a wealth of material for:

- differentiating, individualizing, and enriching instruction
- motivating students
- developing and reinforcing content information in social studies as well as concepts such as empathy and appreciation of diversity.
- reinforcing skill goals of the elementary school
- interdisciplinary planning

There are many ways to set the stage for the use of children's books in social studies:

- Oral Synopsis - Present a short capsule review of book, describing its theme, while attempting to motivate students to read it.
- Independent or Small Group Contract - Draw up a contract with the student(s) in a teacher-pupil planning session. During the conference, the teacher provides the student(s) with a list of books pertinent to the topic. Arrangements are made at this time for project outcomes.
- Integration with an English Language Arts Literature Unit - Plan an interdisciplinary unit linking English language arts and social studies. Books can be read by the student which are associated with the content and/or concepts being taught in social studies. Provisions can be made for activities before, during, and after reading the books.
- Independent and Sharing Activities - It is important that once a student has selected a book, that time be allotted for reading and sharing it with classmates. There are many follow-through activities which a child may engage in as a culmination to reading a book. It is highly beneficial to have children experience the process of talking about their book and possibly reading from it with others.
- Reading Book Aloud to Class (or Group) - Teacher may select a literary piece which ties in appropriately with a particular social studies unit. Book suggestions appear in the Resources column of the syllabus. Discussions can emerge from the story as well as a whole range of activities from role playing to story writing.
- Library Center in the Classroom - Display selected books, articles, and brochures which complement a particular unit of study. Establish a record-keeping system to determine student involvement and progress.
- Local Author in the Classroom - Invite a children's author to the classroom to share with students the research, writing, and publishing process.
- Incorporate Literature into the Reading Program - Use social studies related paperback books in reading group situations as a part of the reading program. Stress vocabulary development and comprehension skills as well as content.

The Resources column of the syllabus suggests children's literature selections that complement the program. Teachers are encouraged to work with library media personnel to expand local collections and add to the lists of suggested books.

# DEVELOPING CITIZENSHIP COMPETENCY

School and classroom climate is a part of the hidden curriculum that can support or undermine learning for effective citizenship. Both curricular content and classroom climate must work together to educate students to be participants in democratic groups. Students need to practice the skills of citizenship today, in classrooms and schools, in order for them to become contributing citizens of the community, state, and nation in the future.

The goal of educating for civic competency is one of the most important tasks of schools. Social studies education assumes a primary role in citizenship education. In attempting to define basic education in citizenship for students, The Basic Citizenship Competencies Project identified seven competencies students should be learning in order to act responsibly and protect their interests as citizens.[2]

1. ACQUIRING AND USING INFORMATION:

   Competence in acquiring and processing information about political situations.

2. ASSESSING INVOLVEMENT:

   Competence in assessing one's involvement and stake in political situations, issues, decisions, and policies.

3. MAKING DECISIONS:

   Competence in making thoughtful decisions regarding group governance and problems of citizenship.

4. MAKING JUDGMENTS:

   Competence in developing and using standards such as social justice, morality, ethics, and practicality to make judgments about people, institutions, policies, and decisions.

5. COMMUNICATING:

   Competence in communicating ideas to other citizens, decision makers, leaders, and officials.

6. COOPERATING:

   Competence in cooperating and working with others in groups and organizations to achieve mutual goals.

7. PROMOTING INTERESTS:

   Competence in working effectively with bureaucratically organized institutions in order to promote and protect one's interests and values.

These competencies of citizenship, like any others, are best developed through:

- application in a relevant context
- active, rather than passive, citizenship experiences
- reinforcement through practice.

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[2] Richard C. Remy. Handbook of Basic Citizenship Competencies (ASCD, 1979), pp. 3-4.

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Fortunately, the school is rich in potential as a citizenship learning environment. The formal curriculum can surely assist in building competency in the seven areas of citizenship. The K-6 syllabus has incorporated activities, skills, and content aimed at civic literacy.

However, the formal curriculum is only one dimension of education for citizenship competency. Consider citizenship as the rights, responsibilities, and tasks associated with the governance of the various groups to which a person belongs, including the family and school. Students, as citizens of the classroom and school, are practicing citizenship as they move through the halls, use school supplies and materials, and interact on the playground. The seven competencies of citizenship can indeed be developed, practiced, and reinforced, at all grade levels.

The following list offers suggestions for participatory citizenship opportunities in the classroom, school, and community, based on the seven basic competencies. The ideas illustrate how school and community action-oriented projects can stress the process dimension of citizenship.

1. ACQUIRING AND USING INFORMATION:

   - Students can work in groups to gather and organize information using at least four different sources, then compare and evaluate their data.
   - Students can go on a school information scavenger hunt to answer their own questions through observation and interview.
   - Students can invite community resource people to the classroom to answer questions related to local issues of concern.
   - Students can attend open hearings, board meetings, etc., to gather information.

2. ASSESSING INVOLVEMENT:

   - Students can identify a classroom or school problem and brainstorm many possible consequences if an action were taken. Use the "What if...?" sentence stem to suggest alternatives.
   - Students can role play relevant school problem situations then, in debriefing, consider the consequences of an individual player's actions.
   - Students can collect and discuss news articles describing how action taken by local residents affected others.
   - Students can visit a school board meeting and identify ways board members' beliefs were reflected in board action.

3. MAKING DECISIONS:

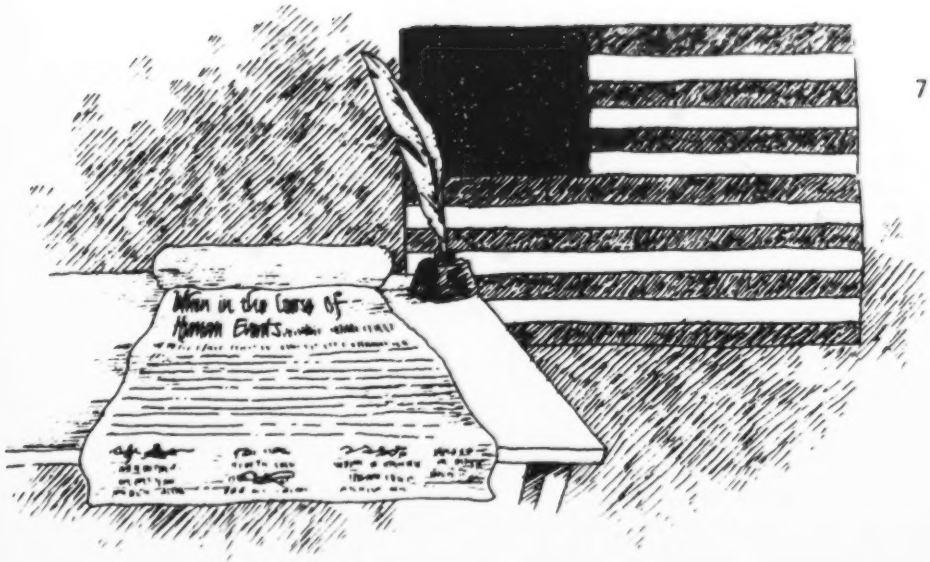
   - Given a real classroom or school problem, students could brainstorm a list of alternative solutions.
   - Students could draw or write what consequences they would personally have in a dilemma situation, then compare and discuss alternatives others listed.
   - Students might role play the main characters involved in an actual community controversy, attempting to generate alternatives in their roles.
   - Students could write letters to the local paper suggesting preferred alternatives in a local issue.

4. MAKING JUDGMENTS:

- Students might list criteria by which a school or classroom rule could be judged, then judge several rules using the criteria as a checklist.
- Students could work in small groups to generate criteria for making a decision about a classroom issue, then compare the criteria.
- Students might study a local issue, and generate criteria by which alternative solutions could be judged. They could role play a hearing, then judge the outcome and decision.

5. COMMUNICATING:

- Students could present their views informally in small groups by reacting to and discussing school and classroom issues written on situation starter index cards.
- Students might present opinions and arguments to support a position on a class rule in a class meeting.
- Students could prepare a position statement on a local issue and present it in a public meeting.
- Students might brainstorm a list of arguments to support a belief, then write individual letters to the editor based on the list.



6. COOPERATING:

- Students might work with others in task groups to carry out a classroom responsibility.
- Students could participate in a multiage group acting as a task force to work on a school problem issue.
- Students could participate in a community project, cooperating as leaders and followers.
- Students might send representatives to serve on community groups and boards.

7. PROMOTING INTERESTS:

- Students could list ways to influence a decision on a class or school issue, then select and try an appropriate strategy.
- Students might organize a group for the purpose of promoting a change in classroom or school policy.
- Students could work with community resource people to draw up appropriate action plans for dealing with a local community issue.
- Students could participate in an interest group acting on a community issue.

In addition to these suggestions, the development of classroom Participation Projects described in this introductory material offers a wide range of opportunities for students to work with relevant content and practice the participatory competencies basic to effective citizenship.

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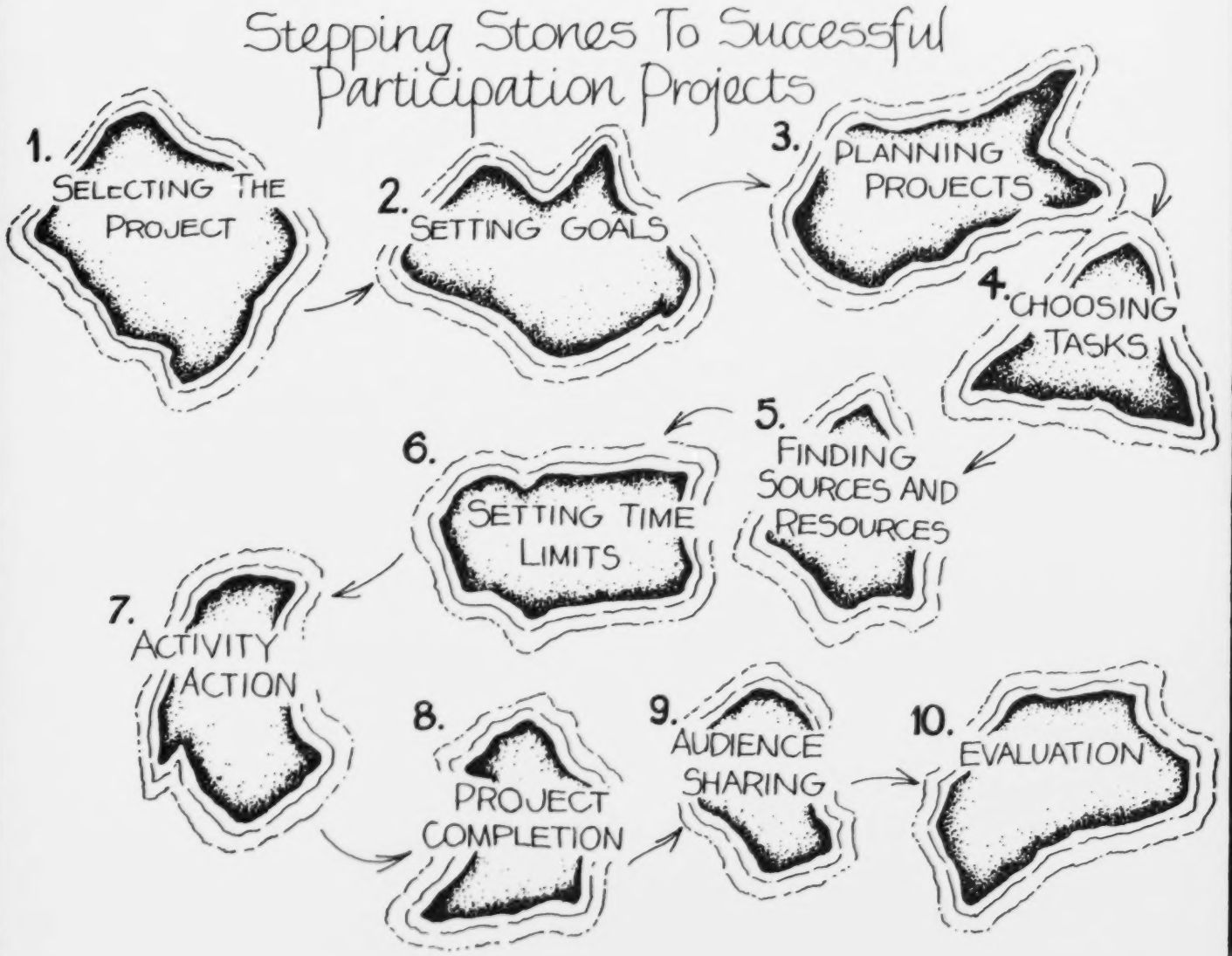

Stepping Stones To Successful Participation Projects
1. SELECTING THE PROJECT
2. SETTING GOALS
3. PLANNING PROJECTS
4. CHOOSING TASKS
5. FINDING SOURCES AND RESOURCES
6. SETTING TIME LIMITS
7. ACTIVITY ACTION
8. PROJECT COMPLETION
9. AUDIENCE SHARING
10. EVALUATION

## DEVELOPING PARTICIPATION PROJECTS

At every grade level, teachers are encouraged to work with students to plan and organize major Participation Projects. These Projects should become a vital and integral part of the social studies program. They provide excellent opportunities for accomplishing the following objectives:

- the development of meaningful relationships in the minds of students between content study and real-life applications of learned material and skills
- the integration of content areas through an interdisciplinary approach
- the meeting of the diverse needs of all types of learners through activities that allow for contributions from all pupils
- the provision for many types of expressive outlets suitable to all talents and abilities
- the integration of skills and processes with content learning
- the integration of cognitive, creative, and affective learnings
- the emphasis on active participation as a building block of citizenship.

Because Participation Projects can extend over long periods of time and include all of the social science disciplines, it is easy to feel overwhelmed by their scope and range. However, the key to successful accomplishment of any of the Projects lies in the very title Participation Projects. The Projects are designed to be planned with students, and students are expected to carry out many of the major roles necessary for completion of the Projects as a vital part of the learning process. If the teacher's role is seen as a guide and facilitator, the task is reduced to manageable size.

The Stepping Stones guidelines offer suggestions for developing and managing Participation Projects leading to maximum learning and enjoyment for teachers and students. The chart provides an outline of the sequence of major steps in any Participation Project. This can be copied and placed on a bulletin board or placed where students can easily refer to it daily. As each step is completed, an indicator can be placed on that step, allowing pupils a visual record of what has been done and what needs to be accomplished. Simplification might need to be made to adjust for your grade level, but the basic steps remain the same throughout the development of any Participation Project. See the list of suggested, specific Participation Projects for your grade level as well as guidelines for carrying out projects.

*Stepping Stone 1* — *Selecting the Project*

It is imperative to the development of citizens capable of making wise choices to be a part of the process of choosing the Project to be undertaken. Even if the teacher feels strongly in favor of certain Projects, he/she can most likely provide at least two choices. This still affords pupils the opportunity to participate in the selection process, which should include:

- suggesting alternatives
- brainstorming pros and cons
- listing and discussing pros and cons
- voting
- accepting the decision

*Stepping Stone 2* — *Setting Goals*

Even the youngest of children should be involved in developing, setting, and working to meet goals. As with all the steps in the Participation Project process, the relationships to real life should be pointed out, discussed, and clarified. Goal setting should include:

- discussing all possibilities
- selecting and listing goals for individuals and groups
- refining the list to those goals that are relevant and possible
- planning ways to accomplish goals

*Stepping Stone 3* — *Planning Projects*

Involving students in the planning of each part of a project helps to provide a clear mental picture of what is expected and generally results in increased cooperation and response. This step affords excellent opportunities to utilize techniques such as "webbing," brainstorming, etc., as well as allowing for differentiated instruction through plans developed by, as well as for, special needs of specific students.

*Stepping Stone 4* — *Choosing Tasks*

Students should be encouraged to honestly assess personal and group strengths and needs, talents, and weaknesses. Through the use of "job applications," discussions of necessary skills, etc. pupils can be guided toward realistic individual and group choices of tasks for the Project. Application of this introspection to future career choices is obvious.

*Stepping Stone 5* — *Finding Sources and Resources*

Involving students in this planning aspect not only increases their level of active participation, but provides an opportunity to expand their awareness of the variety of resources available. It is important to emphasize going beyond books to include human and multi-media sources. Equally important is a stress on reaching out into the community, affording chances to guide students in telephone and interview techniques, and in seeing practical uses for skills such as letter writing. Each of these activities stresses much needed organizational skills, which are in turn applicable to many other academic and life areas.

*Stepping Stone 6* — *Setting Time Limits*

By postponing the setting of time limits to this stage of the Project process, students are more aware of the scope of the activity through their participation in

planning and are better able to anticipate required amounts of time necessary for completion. Realistic planning of time aids in the successful meeting of goals. By meeting the time limits of the Project, students are learning how to budget their time.

*Stepping*
*Stone 7* *Activity Action*

As good citizenship requires active participation, this step is imperative and must involve each pupil in some way. Several considerations of importance to success are:

- daily checks of each task group
- weekly evaluation sessions of group reports by the entire class stressing constructive use of criticism
- use of planning charts as visual means of planning for individuals and groups
- checklists which provide for ongoing review

*Stepping*
*Stone 8* *Project Completion*

This stage involves setting standards, listing criteria, and assessing work to date. These steps form the basis for completion of the Project.

Creative problem-solving skills, brainstorming, and encouragement of divergent thinking can be applied to settle problems and disputes which can arise at this point.

*Stepping*
*Stone 9* *Audience Sharing*

It is vital to Participation Projects, which require more time and effort than day-to-day activities, that the product be shared. Feedback is very important in helping children to realistically assess their work. Use of organized means of obtaining opinions will aid pupils in future research projects.

*Stepping*
*Stone 10* *Evaluation*

Essential to adult life is the ability to reflectively and critically evaluate one's work. Participation Projects should allow this process to develop in a nonthreatening atmosphere, free from direct or indirect punitive measures in order to lead to growth in honest and open evaluation. This process might include evaluation forms, oral feedback, and critiques from the experts. Positive aspects should be brought out and reinforced, with stress being put on evaluation in relation to previously set goals.

## PARTICIPATION PROJECTS

*Community Leaders Scrapbook*

Students could explore the local community, interview residents, and compile a list of people who are considered community leaders by local residents. The leaders could be invited to visit the school or students could interview them in person or by phone. The information collected could be compiled in a scrapbook and made a part of the school library collection.

*People Teach People*

To reinforce the idea of transmission of culture, students could consider the social, ethnic, and religious customs of community groups, making lists of things they could learn from members of those groups (crafts, foods, ways of celebrating holidays, family customs). Students could expand these lists by talking with individuals from local community groups. Students could select those things they would like to learn, draft questions, and invite local community people into the classroom.

*Community Services Booklet*

Students might investigate local public services (those provided to residents through taxation) and learn more about the operation of those services. The information collected could be prepared as a "Did You Know...?" booklet or series of booklets, "Did You Know...about our Village Fire Department?" Booklets could be distributed to parents, other students, or the public. Students might investigate funding sources for such a venture.

*"News Around Our Town" (Suburb, City, Village)*

Students could act as a news staff collecting, writing, categorizing information and ideas that would deal with their local urban, rural, or suburban community. A study of the contents of a village or town paper in contrast to a city newspaper might give them ideas. A visit to a newspaper, or visit from local news staff might be helpful. The newspaper could be duplicated for distribution or a single copy could be posted in a school display case.

*Our Community: Buildings We Know*

Students could compile a collection, file, booklet, or slide show of local styles of buildings (barns, apartment complexes, offices, warehouses, shopping centers) including photos, drawings, and descriptions. Local historians and architects could assist students in preparing and sharing their findings.

*Landmarks in our Local Area*

Students could take photographs of local landmarks and research these for a booklet of walking tours or bicycle tours around their city, suburb, or rural area. Mapping skills would be an important part of the project. A local newspaper might be a way to disseminate the information to the community.

*My Role in the Local Community*

Students might investigate the needs and wants of people in the local community including groups such as the aged. They could then brainstorm a list of ways they could be of service to others. They could select projects; plan, organize, and implement service activities; and keep a record of their progress.

A variation of this project might be setting up a services exchange, where students would do a service (run an errand for an invalid) in exchange for a service (learning how to whittle).

# CLASSROOM CLIMATE: A TEACHER SELF-CHECKLIST

The atmosphere developed by the environment and interaction in a classroom and school is a part of the hidden curriculum. Students learn to value the contributions of others if their ideas are valued by peers and adults. They learn to make responsible decisions if they are respected as capable of making decisions. Social studies learning is both taught and caught.

A beginning, middle, and end of year self-check could help a teacher use the hidden curriculum to further social studies learning in the classroom.

The following list of ideas related to classroom climate is included to act as a self-check for teachers.

Do I provide multilevel activities and materials varying the:

- mode of presentation (visual, auditory, tactile)?
- level of cognitive complexity?
- expectations to fit the needs of students?

Do I provide students with a role model and guide by acting as a:

- facilitator, enabling students to reach from one point to another?
- helper, assisting students when it is needed?
- leader, demonstrating maturity and goal directedness?
- planner/organizer, showing students how a large project can become manageable?
- manager, making sure all the supplies and materials are available?
- counselor, showing sensitivity and supportive caring?
- learner?
- collaborator, stressing none of us is as good as all of us?

Do I encourage mutual respect and an atmosphere conducive to risk-taking by:

- respecting, recognizing, and recording strengths?
- respecting student products by displaying them for others to view?
- sharing ideas willingly with colleagues?
- recognizing errors as vital to learning?

Do I create a responsive and supportive learning environment by:

- providing space for many types of active and quiet learning experiences, rearranging the room to accommodate learning styles?
- facilitating traffic flow?
- developing room maintenance procedures with students?
- collecting and displaying materials systematically?
- adjusting physical space to meet student needs?

Do I schedule flexibly by:

- planning blocks of time during which students will be doing a variety of tasks?
- involving students in planning and scheduling when appropriate?
- planning with individual learning rates and styles in mind?

Do I encourage active participation by:

- involving students in choosing from among learning options?
- limiting choices to a reasonable number?
- providing a wide variety of motivating materials?
- providing opportunities for relevant problem-solving activities?

Do I encourage interpersonal communication through conducting:

- informal classroom conversation before, during, and after school?
- student/teacher conferences?
- small group discussion?
- classroom meetings?
- decision-making and problem-solving activities?
- role playing activities?
- outdoor activities and field trips?

Do I recognize conflict and encourage its resolution through:

- consensus?
- compromise?
- critical thinking, thinking more deeply about the whole conflict or problem?
- cooperative effort, working together in a helping relationship?
- individual and group decision making and problem solving?

Do I foster creativity through:

- allowing thinking and response time?
- providing an abundance of materials?
- encouraging divergent thinking through planned activities?
- providing creative teaching as a role model?



DO I provide opportunities for students which:

- encourage an acceptance of all people regardless of race, ethnic group, sex, age or handicapping condition?
- provide for diverse, positive, real and/or vicarious contacts with people of all racial and ethnic groups, and those of both sexes, all ages and with people who are handicapped?
- present a fair and unbiased picture of the the contributions and achievements of people of various racial and ethnic groups, as well as those of both sexes, all ages and the handicapped?

CLASSROOM CLIMATE IMPROVEMENT PLAN

Based on my self-evaluation I plan to:

Through the following activities:

By target date:

# SYLLABUS:
# GRADE TWO

## GRADE LEVEL OVERVIEW

In the grade two social studies program, the student explores rural, urban, and suburban communities, focusing on communities in the United States. The student's own community can serve as an example for studying and understanding other communities. Communities are studied using five perspectives: social/cultural, political, economic, geographic, and historic. The concepts, content understandings, and activities stress the child's roles as a social being and self-directed learner. Each district has a responsibility for extending the student's experience base by including content examples from cultures other than the student's own, and from a variety of geographic, socio-economic, ethnic, and racial groups.

| Perspective | K-6 Program Generalizations | Grade 1 Understandings |
|---|---|---|
| Social | Individuals and groups have social/cultural needs and wants.<br>Families represent the basic unit of society.<br>Individuals and groups fulfill different roles in society.<br>Groups interact in many ways in a society.<br>Various groups and institutions transmit societal values.<br>Present and future social/cultural decision making increasingly involves consideration of global interdependence. | All people are alike and different in many ways although they share common characteristics.<br>Each person is a unique individual.<br>All people need others.<br>Though families differ, most people live in families or family-like groups.<br>Families may celebrate different festivals and celebrations in different ways.<br>Family members may fulfill different roles at different times.<br>All people need to learn, and they learn in many ways. |
| Political | Rules and laws are made to protect people and keep order.<br>Government(s) (groups or individuals which have authority) are responsible for making, enforcing, and interpreting laws.<br>Under a democratic way of life, people are citizens of, and participators in, various levels and kinds of governance.<br>In a democracy people are guaranteed certain rights in exchange for responsibilities of citizenship.<br>Present and future political decision making increasingly involves consideration of global interdependence. | People make rules to protect their health and safety, and to maintain order.<br>People can make and change rules.<br>In every family there are conflicts.<br>Each person has a responsibility as a part of many groups.<br>Citizenship includes an awareness of our nation's symbols.<br>Citizenship includes an awareness of the patriotic celebrations of our nation. |
| Economic | All people have basic economic needs and wants.<br>People are consumers and producers of goods and services.<br>People use human, capital, and natural resources to provide goods and services.<br>People make decisions about the allocation of resources based on their values and goals.<br>Production and distribution of goods and services are determined by mixed, command, or traditional economic systems.<br>Present and future economic decision making increasingly involves consideration of global interdependence. | People use tools.<br>People work to earn money to buy things they need and want.<br>Families organize to meet their needs and wants.<br>Members of families work to meet their needs and wants.<br>People are consumers and producers of goods and services.<br>Communities are organized to provide services to people.<br>People in families, schools, and communities all over the world must depend on others to help them meet their needs and wants. |

| Grade 2 Understandings | Grade 3 Understandings |
|---|---|
| Families are found in all communities as a basic unit of society.<br>Family members are interdependent.<br>Some behaviors are learned from members of the community.<br>Rural, urban, and suburban communities have social/cultural similarities and differences due to many factors.<br>People from diverse ethnic backgrounds contribute to communities. | Every member of any community is a unique individual.<br>Families exist in all communities though they may differ in type and organization.<br>The things a person learns as a member of a society make up a person's culture.<br>People of similar cultural groups often live together in a community.<br>Communities in any nation have social/cultural similarities and differences due to many factors.<br>People from diverse ethnic backgrounds contribute to communities. |
| Families develop rules to govern and protect family members.<br>Students, teachers, and staff are all citizens of the school community and have rights and responsibilities.<br>People in communities may have conflicts over rules, rights, and responsibilities.<br>Every community has rules and laws to govern and protect community members.<br>Our country, the United States of America, has leaders who make, explain, and carry out laws.<br>Citizenship includes an awareness of the symbols of our nation.<br>Citizenship includes an awareness of the patriotic celebrations of our nation. | In schools, students have rights, rules, and responsibilities.<br>People in all communities develop rules and laws to govern and protect community members.<br>People in communities can plan, organize, and make decisions for the common good.<br>Community members may disagree about issues involving the common good.<br>Citizenship includes an awareness of the symbols of our nation.<br>Citizenship includes an awareness of the patriotic celebrations of our nation. |
| People in all communities have needs and wants which are influenced by many factors and met in different ways.<br>People in rural, urban, and suburban communities are producers of goods and services.<br>People in rural, urban, and suburban communities are consumers of goods and services.<br>People in schools are producers and consumers of goods and services.<br>People in rural, urban, and suburban communities play specialized roles as workers.<br>Through work, people in communities earn income to help meet their needs and wants.<br>Communities collect taxes to provide services for public benefit.<br>People in communities must make choices due to unlimited wants and needs and limited resources. | Families in all communities around the world have needs and wants.<br>Family interdependence is necessary to meet the needs and wants of family members.<br>People must make economic choices due to unlimited wants and needs and limited resources.<br>People in all communities are producers and consumers of goods and services.<br>People's needs, wants, and ways of meeting them are influenced by many factors. |

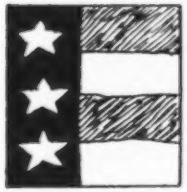
| Perspective | K-6 Program Generalizations | Grade 1 Understandings |
|---|---|---|
| Geographic | Maps and globes help people to define areas and regions.<br>Physical features, weather, and climate influence the way of life in an area or region.<br>People influence the environment.<br>Geography acts to unify or divide people in an area or region.<br>Present and future decision making about geographic issues increasingly involves consideration of global interdependence. | Places can be located on maps.<br>The globe is a representation of the earth.<br>Location and direction of an object can be stated as relative to some other object. |
| Historic | Nations, people, and things are rooted in the past.<br>Change is constant.<br>The transmission of culture is an important human need.<br>The history of people, nations, places, and events is interdependent. | People, places, and things change over time.<br>All families have a past.<br>Some family customs are based on family history/ heritage.<br>Customs are learned from others.<br>Our nation honors leaders of our past.<br>Change is constant. |

| Grade 2 Understandings | Grade 3 Understandings |
| --- | --- |
| A community is located in a suburban, urban, or rural area.<br>A rural, urban, or suburban community is influenced by geographic features.<br>Symbols in our community are helpful to us.<br>In some communities, life is influenced by seasonal change. | Places can be shown on maps.<br>Places can be shown on a globe.<br>Communities around the world differ from one another in physical features.<br>Life-style in a community is influenced by environmental and geographic factors.<br>The development of a community is influenced by environmental and geographic factors.<br>People adapt to and/or change their environment. |
| Each person in a community has an ethnic background which may be passed on to others.<br>Schools change over time.<br>Rural, urban, and suburban communities change over time.<br>Communities celebrate their history.<br>Communities of the future may be different in many ways. | Communities change over time.<br>Communities of the future will be different in many ways. |

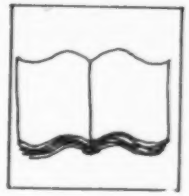
# SYLLABUS SYMBOL KEY

Symbols used in the syllabus portion of the social studies program are intended to encourage inter-disciplinary planning and a holistic view of classroom instruction. The key to the symbols which appear in the syllabus is as follows:

TEACHER NOTE



CITIZENSHIP



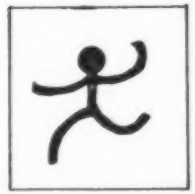
READING

COMPOSITION

ORAL LANGUAGE

MATHEMATICS

SCIENCE



PHYSICAL EDUCATION

MUSIC

THE ARTS

MULTICULTURAL AWARENESS

ENVIRONMENT/ CONSERVATION

SECOND LANGUAGE/ BILINGUAL

LIBRARY/ LITERATURE

DRAMA

HUMAN RIGHTS

HANDICAPPED AWARENESS

GLOBAL PERSPECTIVE

FUTURE STUDIES

LAW-RELATED

80

81

## EXPLANATION OF FORMAT

| CONCEPT | CONTENT UNDERSTANDING | POSSIBLE ACTIVITIES |
|---|---|---|
| The concept goals for the K-6 social studies program are:<br><br>• change<br>• citizenship<br>• culture<br>• empathy<br>• environment<br>• identity<br>• interdependence<br>• nation-state<br>• scarcity<br>• technology<br><br>Concepts are developed as students deal with examples through content specifics. | Content understandings form the knowledge goals for the K-6 program. The content at each grade level is organized around five perspectives:<br><br>• social<br>• political<br>• economic<br>• geographic<br>• historic<br><br>The content understandings in this section provide a guide for selecting specific factual content from available texts and other resources. | There are many ways to develop a concept through social studies content. This column contains possible activities and suggestions for the teacher. These activities can enhance and complement the use of a variety of resources as well as provide for a variety of student learning rates and styles. |
| In this column, the concept is listed with an explanation connecting it to the content understanding listed in the column to the right. | Teachers are encouraged to select specific content relevant to students to develop the content understandings. The examples listed are suggestions. Note that the empty dots appear in the syllabus as a reminder to encourage teachers to select and insert content relevant to local needs.<br><br>In choosing instructional materials and activities, districts should reflect the cultural diversity seen in New York's population. | Teachers are encouraged to amend or add activities to develop the concept and content at the left linking these to the skills at the right. |

NOTE: SYLLABUS PAGES ARE DESIGNED TO BE READ HORIZONTALLY.

## EXPLANATION OF FORMAT

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Skill development is an integral part of the K-6 program. This column will suggest skills related to the activities at the left.<br><br>The skills are grouped into categories of skills of:<br><br>• Gathering Information<br>• Using Information<br>• Presenting Information<br>• Participating in Interpersonal and Group Relations<br>• Self-Management<br><br>Note the skills framework may facilitate interdisciplinary planning. | This column contains suggestions to aid the teacher in developing evaluation strategies which measure student progress in reaching knowledge and skill goals. Note that assessment of knowledge and skill outcomes is encouraged. | This column contains resources to assist the teacher in developing concepts, content, and skills. Suggested children's books, audio visual resources, teacher references, and Participation Projects are included. |
| Teachers are encouraged to focus on skill development as a planned part of each lesson and activity, choosing skills appropriate to the needs of students and the goals of the activity. | Teachers are encouraged to select and devise evaluation strategies to match specific content and skill objectives. | Teachers are encouraged to select and add resources to this column and others on the page. |

# GRADE LEVEL SYLLABUS: TWO

| CONCEPTS | SOCIAL CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Culture<br>• awareness of the family as a societal institution<br>Environment<br>• awareness of community type and characteristics<br>Identity<br>• awareness of one's heritage | Families are found in all communities as a basic unit of society.<br>• in urban communities<br>• in rural communities<br>• in suburban communities<br><br>TN In grade two, teachers are encouraged to begin with the community type most familiar to students, then expand to communities beyond that experience frame. It is suggested that U.S. communities receive primary emphasis in grade two and world communities in grade three. | As a review of kindergarten and grade 1 understandings related to the family, students could describe "Things We Know About Families" for a teacher-made chart.<br><br> Families in rural, urban, and suburban communities can be studied through children's literature, audiovisual material, or text sources to extend student understanding of family. At the conclusion of the study, the original chart could be expanded into three charts with details relevant to urban, rural, and suburban communities.<br><br> Students should be guided to understand that in all racial and ethnic groups, the family is an institution. Select materials that show black families, families of Asian, Hispanic or Native American origins living in United States communities. |

NOTE: SYLLABUS PAGES ARE DESIGNED TO BE READ HORIZONTALLY.

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Getting Information<br>• identifying a variety of sources of information<br><br>Using Information<br>• drawing inferences from data<br>• creating statements that encompass findings<br><br>Self-Management<br>• decreasing ethnocentric perceptions<br>• developing constructive attitudes toward diversity | Knowledge<br>• Can the student identify the family as the basic unit of society in all types of communities?<br><br>Skills<br>• Can the student gather information from a variety of sources?<br>• Can the student draw inferences from data?<br><br> <br>The awareness of the family as a universal institution can help students develop global understanding. | BOOKS<br><br>Adoff, Arnold. Today We Are Brother and Sister. Lothrop, Lee and Shepard, 1981.<br><br>Alexander, Bryan & Cherry. An Eskimo Family. Lerner Publishing Co., 1986.<br><br>Barker, Carol. A Family in Nigeria. Lerner Publishing Co., 1986.<br><br>Bozzo, Maxine Zohn. Toby in the Country, Toby in the City. Greenwillow, 1982.<br><br>Browne, Rollo. An Aboriginal Family. Lerner Publishing Co., 1986.<br><br>Freedman, Florence B. Brothers: A Hebrew Legend. Harper & Row, 1985.<br><br>Greenfield, Eloise. She Come Bringing Me That Little Baby Girl. J. B. Lippincott Company, 1974.<br><br>Hamilton, Morse and Emily. My Name is Emily. Greenwillow Books, 1979.<br><br>Hubley, John & Penny. A Family In Jamaica. Lerner Publishing Co., 1986.<br><br>Fyson, Nance Lui & Richard Greenhill. A Family In China. Lerner Publishing Co., 1986.<br><br>Warburg, Sandol Stoddard. Growing Time. Houghton Mifflin Company, 1969. Paperback, 1975. |

| CONCEPTS | SOCIAL CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Interdependence<br><br>• awareness of the family's cooperation and interaction | Family members are interdependent. They<br><br>• learn from one another<br><br>• give emotional support<br><br>• share interests | Discuss family interdependence with the class having them relate personal experiences of family learning, shared interests, and emotional support. Have students demonstrate skills they've learned from family members; i.e., crafts, music, language, etc. |
| Culture<br><br>• awareness that behaviors are learned from various groups to which one belongs<br><br>Identity<br><br>• awareness that language is part of one's cultural identity | Some behaviors are learned from members of the community.<br><br>• approved social interaction skills<br><br>• skills of work<br><br>• knowledge<br><br>• recreational skills<br><br>• Community members fluent in foreign languages could share the language with students. Bilingual students could act as resources. Organizations or clubs such as Hispanic or Hellenic societies may provide guest speakers. | Allow students to hypothesize relationships between the type of behavior or skill and where it is usually learned.<br><br>Develop and play a matching game in which the students match different skills and behaviors and where they usually learn them. Include behaviors and skills of academic subjects, manners, crafts, sports, personal hygiene, sewing, and religion. Match each skill or behavior to appropriate societal group where they are learned: home, school, peers, other organizations (i.e., church, social organizations, teams). |

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Participating in Interpersonal and Group Relations<br>• participating in discussion<br>• initiating ideas<br>Self-Management<br>• decreasing egocentric perceptions | Knowledge<br>• Can the student identify ways families are interdependent?<br>Skills<br>• Can the student generate ideas and participate in discussion?<br>• Can the student discuss how family members act in response to the interests and welfare of each other? | BOOKS<br>Conford, Ellen. Just the Thing for Geraldine. Little, Brown & Company, 1974.<br>De Armond, Dale. Berry Woman's Children. Greenwillow, 1985.<br>Flournoy, Valerie. The Patchwork Quilt. Dial, 1985.<br>Hoban, Russell. Nothing to Do. Harper & Row Publishers, 1964.<br>Lee, Jeanne M. Toad Is the Uncle of Heaven: A Vietnamese Folk Tale. Holt, 1985.<br>AUDIOVISUALS<br>Williams, Andy, and Ramon and Five Friends at School. BFA Educational Media. Six filmstrips, records.<br>Filmstrips:<br>People Need Other People. S.V.E.<br>Sights and Sounds of the Neighborhood. S.V.E.<br>What is a Neighborhood? Coronet.<br>Film:<br>Neighborhoods Change. Coronet.<br>Sing a Song of Neighbors. Bowmar/Noble. Multi-media.<br>PARTICIPATION PROJECT (See Teacher Notebook)<br>"People Teach People" |
| Using Information<br>• classifying data<br>• generalizing from data<br>• creating a statement which encompasses findings<br>Self-Management<br>• decreasing ethnocentric perceptions<br>• decreasing stereotypic perceptions<br>• developing constructive attitudes toward diversity | Knowledge<br>• Can the student identify several types of skills/behaviors and where they may be learned?<br>Skills<br>• Can the student generalize from data to create a statement which encompasses findings?<br>• Can the student generalize that different behaviors are learned from the many groups to which one belongs? | |

| CONCEPTS | SOCIAL CONTENT UNDERSTANDING | POSSIBLE ACTIVITIES |
|---|---|---|
| Culture<br><br>• awareness of cultural diffusion through groups, both shared and learned behaviors<br><br>Environment<br><br>• awareness of how geography of an area influenced the type of community which developed | Rural, urban, and suburban communities have social/cultural similarities and differences due to many factors including:<br><br>• shared interests/needs<br><br>• traditions/heritage<br><br>• proximity/land use<br><br>TN It is important to select examples of communities that illustrate ethnic and cultural diversity. Parts of a city such as New York's or San Francisco's Chinatown or whole communities such as an Amish farm community or Native American reservation community offer illustrative examples. | Read textbook selections or view media presenting each type of community and its life style. Divide the class into three groups representing rural, urban, and suburban communities. Ask each group to illustrate and prepare for discussion a presentation of life in the community using topics such as family, homes, schools, work, transportation, and recreation.<br><br>Follow up with a class presentation and discussion of the three types of communities allowing students to hypothesize what factors cause the similarities and differences.<br><br> Trade books can be an excellent resource for helping students understand life in other types of communities. Consult your school librarian for additional selections.<br><br> Selecting for study U.S. communities in Alaska, Hawaii and Puerto Rico can also help students appreciate the diversity of our national heritage. |

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Gathering Information<br>• from a variety of sources<br>• selecting relevant data<br>Using Information<br>• comparing and contrasting data<br>Participating in Interpersonal and Group Relations<br>• participating in group planning and discussion<br>• setting up hypotheses<br>Self-Management<br>• developing constructive attitudes toward diversity<br>Citizenship<br>• cooperating<br>• making decisions | Knowledge<br>• Can the student identify similarities and differences between rural, urban, and suburban communities?<br>Skills<br>• Can the student use information to compare and contrast data?<br>• Can the student appreciate rural, urban, and suburban diversity? | BOOKS<br>Anderson, Joan. Christmas on the Prairie. Clarion, 1985.<br>Baylor, Byrd and Peter Parnall. Your Own Best Secret Place. Charles Scribner's Sons, 1979.<br>Behrens, June. Gong Hay Fat Choy - Happy New Year. Children's Press, 1982.<br>Dragonwagon, Crescent. Always, Always. Macmillan, 1984.<br>Goffstein, M. B. Family Scrapbook. Farrar, Straus, & Giroux, Inc., 1978.<br>Lewin, Hugh. Jafta - The Journey. Carolrhoda, 1984.<br>_____. Jafta - The Town. Carolrhoda, 1984.<br>AUDIOVISUALS<br>Children of the Inner City. Society for Visual Education. Six filmstrips/cassettes.<br>Understanding the City. Eye Gate. Six filmstrips.<br>Cities are Different and Alike. Coronet. Film. |

| CONCEPTS | POLITICAL CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Interdependence<br><br>• awareness of the need for rules and their function within a family<br><br>Citizenship<br><br>• awareness of the rights and responsibilities of effective family governance<br><br>Identity<br><br>• awareness of groups to which one belongs<br><br>Culture<br><br>• awareness of diversity | Families develop rules to govern and protect family members.<br><br>• recognize basis for rules<br><br>- family members must make wise use of authority roles<br><br>• recognize need for health and safety rules and rules to protect individual ideas and emotions of family members<br><br>People from diverse ethnic backgrounds contribute to communities.<br><br>• by sharing their traditions, heritage and talents<br><br>• through involvement in planned cultural events<br><br>• by working for community improvement | Have each student contribute one rule which governs his/her behavior at home and compile on a class list or experience chart. Discuss with students why the rule is necessary, how they might change it, and why. From such a list, it should be noted that many rules may be similar, yet each family has different rules governing their unique family situation.<br><br> <br>Have the students make a poster or booklet illustrating rules that help us live together at home.<br><br> <br>Develop a "portraits of people" collection of pictures and stories of local community figures of the past and present who are contributors to U.S. communities. Include leaders representative of all ethnic groups. |

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| **Using Information**<br>• forming generalizations based on data<br><br>**Participating in Interpersonal and Group Relations**<br>• participating in group discussion<br>• initiating ideas<br><br>**Self-Management**<br>• decreasing egocentric perceptions<br>• developing constructive attitudes toward diversity | Knowledge<br>• Can the student recognize reasons for family rules?<br>• Can the student recall community contributors of different ethnic groups?<br><br>Skills<br>• Can the student form generalizations from data?<br>• Can the student describe how family rules govern the interest and welfare of family members?<br>• Can the student form a generalization from data? | BOOKS<br><br>Select stories about rules and rule making from basal readers to extend social studies understandings.<br><br>Aardema, Verna. Oh Kojo, How Could You! Dial, 1984.<br><br>Bronin, Andrew. Gus and Buster Work Things Out. Yearling Books, 1975.<br><br>Bryan, Ashley. The Cat's Purr. Atheneum, 1985.<br><br>AUDIOVISUAL<br><br>"Civic Responsibility" and "Freedom of Choice" in Citizenship Adventures of the Lollipop Dragon. Society for Visual Education. Filmstrip/cassette.<br><br>Play It Safe. Learning Tree. Four filmstrips/cassettes.<br><br>Rules We Live By. S.V.E. Filmstrip.<br><br>What Do You Do About Rules? Filmstrip.<br><br>What is Citizenship? The Learning Tree. 12 Study Prints. |

| CONCEPTS | POLITICAL CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Citizenship<br>• awareness of many participating roles of individuals in school community<br>• efficacy of authority roles<br>Interdependence<br>• awareness of cooperative interaction of individuals in school community | Students, teachers, and staff are all citizens of the school community and have rights and responsibilities<br>• to promote order<br>• to ensure health and safety<br>• to protect individual rights<br> <br>An understanding of the protection of individual rights is basic to later human rights learning.<br>Respect for individual human dignity is an important notion that should be modeled by all school staff. | After discussing the nature and need for rules such as:<br>• maintaining order<br>• promoting health and safety, and<br>• protecting individual rights,<br>the students could complete posters or booklets about rules that help us live together in school.<br>Students might role play, discuss, or illustrate school conflict scenarios followed by a discussion of the outcomes and the rules governing expected behavior. |

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Using Information<br><br>• classifying data by selecting appropriate headings<br><br>• identifying relationships among the parts, main ideas, and supportive elements<br><br>• setting up hypotheses and testing them<br><br>Self-Management<br><br>• decreasing ethnocentric perceptions<br><br>• developing constructive attitudes toward diversity | Knowledge<br><br>• Can the student identify school rules and their purpose?<br><br>• Can the student understand rules are made by one group which affect the welfare of other groups in the school?<br><br>Skill<br><br>• Can the student identify relationships among the parts of collected information? | |

| CONCEPTS | POLITICAL CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Citizenship<br><br>• awareness of the effect values and attitudes have on an individual's behavior<br><br>Interdependence<br><br>• awareness of cooperation and interaction necessary to resolve conflict<br><br>Identity<br><br>• awareness of individual differences and related rights | People in communities may have conflicts over rules, rights, and responsibilities<br><br>• in environmental issues<br><br>• in issues of individual needs in conflict with societal needs<br><br>• in issues of individual rights in conflict with group rights<br><br>• in issues of prejudice | As an introduction to conflict in communities, students could explore a school-community issue such as abuse of playground equipment, bullying, vandalism, or pollution of the school environment. They could use a problem-solving process with teacher guidance to tackle the problem.<br><br>In exploring conflict issues that students might observe in their community, consider local issues in these areas:<br><br> access for the handicapped<br><br> production and use of energy<br><br>water conservation<br><br> human rights in housing, job opportunities and health care.<br><br>Students might watch local noontime news to identify conflicts and suggest alternative solutions to develop citizenship competency. |

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Participating in Interpersonal and Group Relations<br><br>• recognizing others may have a different point of view<br><br>• identifying value conflicts<br><br>• suggesting ways of resolving differences<br><br>• setting up alternative courses of action<br><br>Self-Management<br><br>• developing constructive attitudes toward conflict<br><br>• recognizing conflicts as potentially manageable | Knowledge<br><br>• Can the student identify and discuss causes and effective means of resolving conflict?<br><br>Skills<br><br>• Can the student recognize that a problem exists and move toward a possible resolution?<br><br>• Can the student conclude that conflict situations are natural and potentially manageable? | BOOKS<br><br>Christian, Mary Blount. The Lucky Man. Macmillan Publishing Company, 1979.<br><br>DePaola, Tomie. The Mysterious Giant of Barletta. Harcourt Brace Jovanovich, 1984.<br><br>Goble, Paul. The Great Race of the Birds and Animals. Bradbury, 1985.<br><br>Lobel, Anita. Potatoes, Potatoes. Harper & Row Publishers, 1984.<br><br>Zemach, Harve. The Judge. Farrar, Straus, & Giroux, Inc., 1969. |

| CONCEPTS | POLITICAL CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Citizenship<br>• awareness of civic rights and responsibilities<br>• awareness of individual participation in a democratic society | Every community has rules and laws to govern and protect community members and<br>• to provide for the health, safety, and well being of members<br>• to maintain order<br>• to protect individual rights | Working in groups, students could hypothesize about rules that might be important in rural, urban, and suburban areas. Bicycle and traffic safety rules and fire regulations might be explored.<br> Looking at shapes and meanings of various community signs can be correlated with a mathematics study of geometric shapes in their environment.<br> Students are citizens of the school community. Involving them in the responsibility for governing the classroom can build citizenship competency. See the Teacher Notebook section on student citizenship competencies.<br> Rules and laws to prevent discriminatory practices based on race, ethnicity, gender, or age might be shared with students. |

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Participating in Interpersonal and Group Relations<br>• contributing in a discussion<br>• initiating ideas<br>• assuming responsibility on carrying out tasks<br>• speaking in an effective way<br>Self-Management<br>• decreasing egocentric perceptions<br>• increasing the ability to empathize | Knowledge<br>• Can the student identify reasons for rules and laws in a community?<br>Skills<br>• Can the student participate in small group discussions?<br>• Can the student conclude that people make decisions in response to the interest and welfare of others as well as for themselves?<br>• Does the student accept responsibility for carrying out tasks? | BOOKS<br>"Safe Bicycling in New York State" pamphlet from the N.Y.S. Department of Motor Vehicles.<br>AUDIOVISUALS<br>"Rules Are Important," in Citizenship Adventures of the Lollipop Dragon, Society for Visual Education. Filmstrip/cassette.<br>PARTICIPATION PROJECT<br>"My Role in the Local Community" |

| CONCEPTS | POLITICAL CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Citizenship<br><br>• awareness of the functions of the leaders of our country<br><br>• awareness of the power and authority of leadership roles<br><br>Nation-State<br><br>• awareness of the structure of our government | Our country, the United States of America, has leaders who make, explain, and carry out laws.<br><br>• Congress makes laws.<br><br>• Courts explain laws.<br><br>• The President helps to carry out laws.<br><br> <br>This civic understanding is introduced at this grade level and developed in subsequent years. The intent is to develop vocabulary familiarity and awareness. Student school newspapers frequently present relevant current information at grade level readability. | Use a classroom experience to formulate a "law" (i.e., safety law to protect community members). Within the classroom, choose or elect a "Congress" to make the law, a "President" to carry out the law, and a "Court" to explain the law further when a community member questions it.<br><br>Through this personal mock government the students may be better able to understand the structure, function, and authority of the three branches of our government.<br><br>Students could explore the community of Washington, D.C. and its government buildings through films and slides.<br><br>Students could identify photographs or slides of governmental buildings in their own town. |

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Participating in Interpersonal and Group Relations<br>• following democratic procedures in making group decisions<br>• recognizing others may have different point of view<br>• is attentive to situational as well as personal causes of conflict<br><br>Self-Management<br>• showing increased ability to empathize | Knowledge<br>• Can the student recognize governmental titles (Congress, Courts, President) of our nation?<br><br>Skills<br>• Can the student follow democratic procedures while recognizing varying points of view and causes of conflict?<br>• Can the student understand how he/she might feel or act were he/she in a position of authority? | AUDIO VISUALS<br>"Changing Rules," "Choosing a Leader," and "The Majority Rules." Citizenship Adventures of the Lollipop Dragon. Society for Visual Education. Filmstrips/cassettes.<br><br>PARTICIPATION PROJECTS<br>"Community Leaders Scrapbook" |

| CONCEPTS | POLITICAL CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Citizenship<br><br>• awareness of our nation's symbols which represent freedom, liberty, justice, and equality<br><br>Identity<br><br>• awareness of the symbols which represent our nation's heritage | Citizenship includes an awareness of the symbols of our nation.<br><br>• meaning of Pledge of Allegiance<br><br>• meaning and respect for our flag<br><br>• patriotic songs | <br>Provide an explanatory overview of the Pledge acquainting students with its meaning. Clarify the correct words in the oath.<br><br>The history and development of our flag is very interesting to students. Various resource books, dictionaries, and encyclopedias have many illustrations to share with the class. Discuss the development of our flag as we know it today. Students may design an appropriate flag representing our nation and discuss its symbolism.<br><br> <br>The music or classroom teacher may teach the students various patriotic songs. Each day a student or group of students may choose a patriotic song to be sung by the class, following the Pledge of Allegiance.<br><br> <br>Students could listen to and learn patriotic songs of other countries to help them recognize that people show loyalty to their own nations through song. |

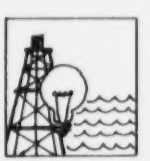
| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Gathering Information<br>• through listening and observing<br><br>Participating in Interpersonal and Group Relations<br>• participating in group planning and discussion<br><br>Self-Management<br>• developing an understanding of diversity | Knowledge<br>• Can the student recite the Pledge of Allegiance and recognize the U.S. flag, and patriotic songs as symbols of our nation?<br>• Can the student recognize the symbols of our nation and understand that other nations also have flags and national symbols?<br><br>Skill<br>• Does the student participate in group planning and discussion? | BOOKS<br>Spier, Peter. The Star-Spangled Banner. Doubleday & Company, Inc., 1973.<br><br>AUDIOVISUALS<br>United States Flag. Society for Visual Education. Filmstrip/cassette. |

| CONCEPTS | POLITICAL CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Citizenship<br><br>• awareness of the leaders, participation, and political action inherent in our nation's history<br><br>Culture<br><br>• as it is preserved and transmitted through celebration of holidays | Citizenship includes an awareness of the patriotic celebrations of our nation including:<br><br>• Lincoln's Birthday<br>• Washington's Birthday<br>• Independence Day<br>• Labor Day<br>• Columbus Day<br>• Veterans Day<br>• Thanksgiving Day<br>• Martin Luther King Day<br>• Election Day<br>• Flag Day<br>• Memorial Day<br>• Conservation Day<br>• Others<br><br> The holidays listed above are established by law for State or national observance. In addition to these days, teachers may wish to develop awareness that people of many cultures in U.S. communities celebrate ethnic holidays. | The teacher could organize a learning center in the class, changing the activities for each holiday throughout the year. The learning center may include appropriate library books, filmstrips and viewers, paper work in folders, research topics, art project instructions and materials, and creative writing ideas for students to complete independently or with partners. Incorporate a variety of activities for students of all abilities in the classroom.<br><br> Develop mathematics understandings of time and chronology with a time line of holidays of the year.<br><br> Holiday-related creative projects could complement the social studies program. |

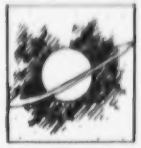
| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Participating in Interpersonal and Group Relations<br><br>• incorporating a set of positive learning attitudes<br><br>• assuming responsibility for carrying out individual and group tasks<br><br>Self-Management<br><br>• increasing acceptance of change | Knowledge<br><br>• Can the student identify certain holidays as patriotic celebrations of our nation?<br><br>Skills<br><br>• Can the student assume responsibility for carrying out tasks?<br><br>• Can the student accept the change of student roles as a learning center user? | BOOKS<br><br>Dalgliesh, Alice. The Fourth of July Story. Charles Scribner's Sons, 1956.<br><br>Hopkins, Lee Bennett. Beat the Drum, Independence Day Has Come. Harcourt Brace Jovanovich, Inc., 1977.<br><br>Mikolaycak, Charles. Babuska. Holiday, 1984.<br><br>Scachtman, Tom. America's Birthday, the 4th of July. Macmillan, 1986.<br><br>Sewall, Marcia. The Pilgrims of Plymouth. Atheneum, 1986.<br><br>AUDIOVISUALS<br><br>A.F.T. Martin Luther King, Jr. Materials: Bibliography, Lesson Plans, Booklets, Videotape "Living the Dream," Posters, Recordings. Contact: Barbara Van Blake<br>AFT Headquarters<br>555 New Jersey Ave., N.W.<br>Washington, D.C. 20001<br><br>Lincoln and Washington: Why We Celebrate Their Birthdays. Society for Visual Education. Filmstrip/ cassette.<br><br>A New Tree for Arbor Day. Society for Visual Education. Filmstrip/ cassette. |

| CONCEPTS | ECONOMIC CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Identity<br>• awareness of individual basic needs<br>Culture<br>• awareness of universality of our basic needs and wants<br>• ways of meeting basic needs through learned behaviors<br>Empathy<br>• awareness of basic human needs | People in all communities have needs and wants which are influenced by many factors and met in different ways.<br>• food<br>• shelter<br>• clothing<br>• caring for one another<br>• health<br>• safety | Following a discussion of things we need to stay alive, the students will make a newspaper in four sections illustrating how their basic needs of food, shelter, clothing, and caring for one another are met. Students could write captions for their pictures.<br>Have the students read textbook selections, view movies, filmstrips, slides, or collect pictures to learn how families from a variety of United States communities meet their needs of food, shelter, clothing, and caring for others. Discuss the similarities and differences between the student's lifestyle and those in other communities. Have students hypothesize about what might cause these differences.<br> The universality of basic human needs is an important global understanding. Students can consider cases in which people in their own community are in need, such as the homeless and the unemployed. |

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Using Information<br><br>• classifying data by appropriate heading<br><br>• identifying similarities and differences in data<br><br>• generalizing from data<br><br>Self-Management<br><br>• decreasing ethnocentric perceptions<br><br>• decreasing stereotypic perceptions<br><br>• increasing empathy | Knowledge<br><br>• Can the student identify basic needs of all people?<br><br>Skill<br><br>• Can the student identify similarities and differences in data and make generalizations from it? | BOOKS<br><br>Booklets on economics topics are available from the Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036.<br><br>Hartley, Deborah. Up North In Winter. E. P. Dutton, 1986.<br><br>Ivanov, Anatoly. Ol' Jake's Lucky Day. Lothrop, Lee & Shepard, 1984.<br><br>Pellowski, Anne. The Story Vine: A Source Book of Unusual and Easy-to-Tell Stories From Around the World. Macmillan, 1984.<br><br>AUDIOVISUALS<br><br>The Clothes We Wear. Society for Visual Education. Six filmstrips/cassettes.<br><br>The Foods We Eat. Society for Visual Education. Six filmstrips/cassettes.<br><br>Shelters Around You. National Geographic Society. Multi-media kit. |

| CONCEPTS | ECONOMIC CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Interdependence<br><br>• awareness of the need for division and specialization of labor to provide necessary goods and services<br><br>Technology<br><br>• awareness of the diversity of tools and equipment necessary to provide goods and services | People in rural, urban, and suburban communities are producers of goods and services.<br><br>• Goods are products we use or use up.<br><br>• Services are provided by people who do useful work to help others.<br><br>• Producers are people who make goods or perform services.<br><br> Correlate to energy-related science understandings. | Have one-half of the class find pictures of goods and paste them in a book. The other half of the class will find pictures of services and paste them into a booklet. Share the booklet having the students explain why pictures show goods or services.<br><br>Students could prepare flash cards of goods and services and have students identify each item accordingly in a small group game.<br><br> Survey the class to determine different jobs. Classify the jobs on a chart as providing a good, a service, or both.<br><br>Using community worker study prints, discuss what each poster is showing and have the students identify if the person's producing a good, providing a service, or both.<br><br>Explore the goods and services needed and produced in a rural, urban, and suburban community. Study prints, filmstrips, or text material can provide data.<br><br>  Discuss the producer and consumer aspects of energy. Consider how each person could reduce consumption. Students could make posters. |

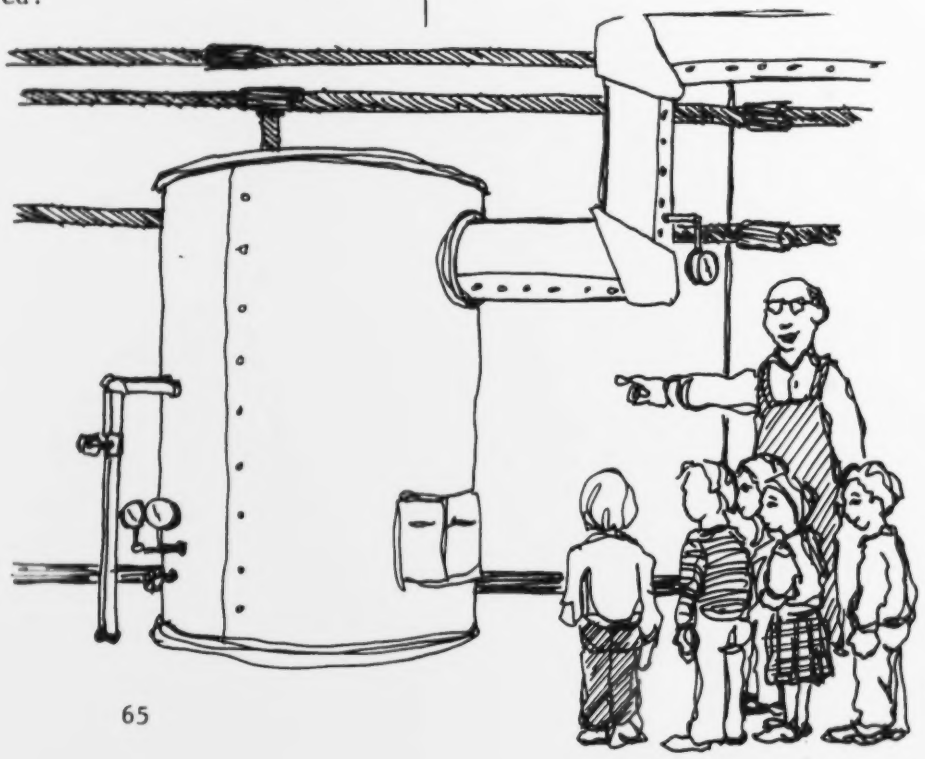
| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| **Getting Information**<br>• identifying a variety of sources of information<br><br>**Using Information**<br>• categorizing data by selecting appropriate headings for data<br>• developing charts to clarify data<br><br>**Self-Management**<br>• developing constructive attitudes toward diversity and ambiguity | Knowledge<br>• Can the student identify goods and services and who produces them in the community?<br>• Can students realize that not all people are able to obtain a job and may need assistance?<br><br>Skills<br>• Can the student categorize data?<br>• Can the student generalize that people are producers of many different goods and services? | BOOKS<br><br>Gibbons, Gail. Up Goes the Skyscraper. Macmillan, 1986.<br><br>Keats, Ezra Jack. Louie. Greenwillow Books, 1983.<br><br>AUDIOVISUALS<br><br>Communities Provide Services. Society for Visual Education. Study Prints.<br><br>Community Helpers Study Prints. Society for Visual Education. Study Prints.<br><br>Community Workers and Helpers. Society for Visual Education. Three groups of four filmstrips/cassettes. |

| CONCEPTS | ECONOMICS CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Interdependence<br><br>• awareness of the specialization of labor and trade necessary to meet our needs and wants as consumers | People in rural, urban, and suburban communities are consumers of goods and services.<br><br>• Goods are products we use and use up.<br><br>• Services are provided by people who do useful work to help others.<br><br>• Consumers are people who buy goods or use services. | Make a Consumer's Dictionary. On each alphabetical page have the students draw a picture, write words, or find a picture of items they as consumers would buy that begin with each letter. This activity could be an individual, partner, or small group project. Students could identify each item as a good or service. Share booklets and hypothesize why the booklets differ.<br><br>  <br>Students might brainstorm some goods and services that might be available in the future. They could each arrange the items in rank order from most to least important to people, copying items from cards.<br><br>Students might hypothesize what special goods and services might be needed in an urban, rural, and suburban community. |

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| **Using Information**<br><br>• evaluating data<br><br>**Participating in Interpersonal and Group Relations**<br><br>• initiating ideas<br><br>• assuming responsibility for carrying out tasks<br><br>**Self-Management**<br><br>• developing constructive attitudes toward diversity | Knowledge<br><br>• Can the student identify examples of goods and services they consume?<br><br>Skills<br><br>• Can the student assume responsibility for carrying out tasks?<br><br>• Can the student evaluate the many different choices we have as consumers? | BOOKS<br><br>Gerley, Tibor. Busy Day, Busy People. Random House, Inc., 1973.<br><br>AUDIOVISUALS<br><br>Communities Provide Resources. Society for Visual Education. Study prints.<br><br>Real People at Work (Grade 2). Changing Times Education Service Division. Multi-media. |

| CONCEPTS | ECONOMIC CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Interdependence<br><br>• awareness of individual needs and wants being met by producers of goods and services | People in schools are producers and consumers of goods and services.<br><br>• There are many producers in our school who do useful work that is necessary to keep the school running properly.<br><br>• Students consume many of their goods and services throughout the school day as well as produce services.<br><br>• Cafeteria workers provide a service as well as produce goods. | Students could visit school locations to observe people such as the<br><br>• principal<br><br>• school secretary<br><br>• nurse<br><br>• aides<br><br>• custodian<br><br>• librarian<br><br>• cafeteria workers<br><br>After these visits,<br><br>• discuss the person's job<br><br>• make charts with job titles at the top and have children list the work performed by each school helper under the titles, "Services in Our School" and "Goods in Our School."<br><br> <br>Students could write one or two original sentences about a school producer and his or her job. The results could be bound into a book. |

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Gathering Information<br>• from primary sources<br>Using Information<br>• classifying data<br>• identifying relationship among the data gathered<br>Self-Management<br>• decreasing egocentric perceptions | Knowledge<br>• Can the student identify goods and services used within the school?<br>• Can the student conclude that we depend on many producers of goods and services to help meet our needs and wants in school?<br>Skills<br>• Can the student identify relationships in the information gathered? | AUDIOVISUALS<br>"School Workers," in Community Workers and Helpers. Society for Visual Education. Filmstrip/ cassette.<br>School Friends and Helpers. Society for Visual Education. Study prints. |

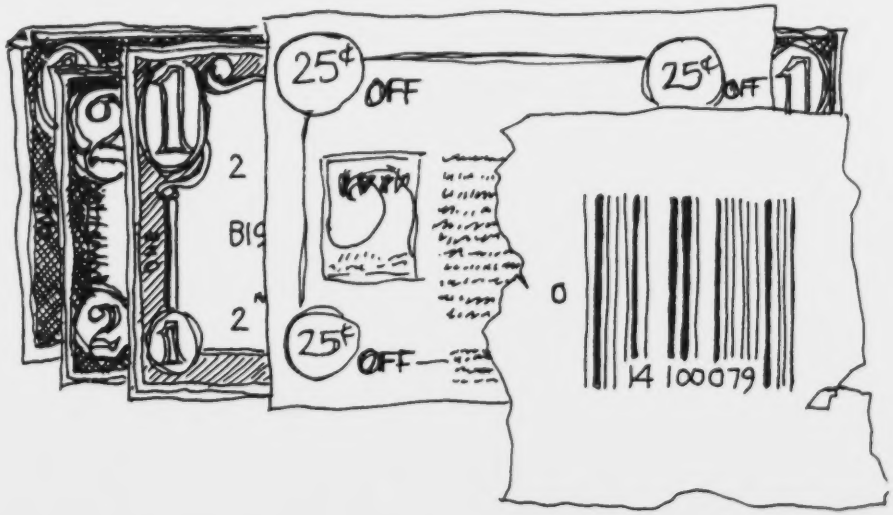


| CONCEPTS | ECONOMIC CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Interdependence<br><br>• awareness of the cooperative effort necessary to produce goods and services<br><br>Technology<br><br>• awareness of specialized roles as a result of progress | People in rural, urban, and suburban communities play specialized roles as workers.<br><br>• dividing jobs<br><br>• specializing<br><br>• producing goods more efficiently<br><br>• producing services more efficiently<br><br>• needing the help of others | Discuss special jobs children perform at home forming generalizations about division of labor for ease and speed in the completion of the task.<br><br>Have children draw a picture of themselves performing their special jobs at home and adding other family members performing their tasks. Discuss a family's interdependence in keeping the household running smoothly. Let the children illustrate adults' jobs and discuss if they work alone or with other people in their occupations and how this affects their jobs.<br><br>Extend this lesson to studies of rural, urban, and suburban communities emphasizing the dependence on each community for the products of others.<br><br>With the students, organize and implement an economics activity involving the steps in manufacturing and selling a product (i.e., popcorn). Steps could include establishing a market, cost factoring, specialization of jobs (advertisers, poppers, baggers, boxers, sellers, etc.), actually manufacturing the product, and profit sharing. Pose a situation which would cause unemployment such as decreased demand or scarcity of raw materials. Consider consequences with students. |

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Using Information<br>• forms generalizations from data<br><br>Participating in Interpersonal and Group Relations<br>• participating in group planning and decision making<br>• assuming responsibility for carrying out tasks<br><br>Self-Management<br>• developing constructive attitudes toward diversity and ambiguity<br>• developing constructive attitudes toward change<br>• developing empathy | Knowledge<br>• Can the student explain specialization?<br>• Can the student understand that progress/technology has caused many changes in the types of jobs people perform?<br><br>Skill<br>• Can the student participate in group planning and decision making? | AUDIOVISUALS<br><br>Making the Things We Need. E.B.E. Film.<br><br>Shelter: A Basic Need. E.B.E. Filmstrip.<br><br>The Weaver, the Baker, the Bicycle-Maker. Denoyer-Geppert. Filmstrip.<br><br>Where and How People Work and Live. B.F.A. Filmstrips/cassettes. |

| CONCEPTS | ECONOMIC CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Scarcity<br><br>• exchange of labor for capital to meet needs and wants | Through work, people in communities earn income to help meet their needs and wants.<br><br>• allowances<br><br>• salary<br><br>• income from tips | Students could explore and list jobs likely to be found in rural, urban, and suburban settings. U.S. communities could provide case studies.<br><br>The students could discuss what they do at home to earn money and how they spend it. Students could brainstorm a list of jobs they could do at home or in the community.<br><br> <br>Correlate with mathematics activities developing story problems around money.<br><br> <br>Show people of various ethnic groups in all job roles. |

| POSSIBLE SKILLS | EVALUATION | RESOURCES |
|---|---|---|
| Gathering Information<br>• identifying relevant data<br>Self-Management<br>• increasing ability to accept diversity<br>• decreasing stereotypic perceptions | Knowledge<br>• Can the student identify ways people obtain money to meet their needs and wants?<br>• Can the student understand that people earn their living in many ways?<br>Skill<br>• Can the student identify relevant data? | BOOKS<br>Hazen, Barbara S. Tight Times. Viking, 1979. Paperback, Penguin, 1983.<br>AUDIOVISUALS<br>Money. Clearvue. Filmstrips/cassettes/ditto book. |



| CONCEPTS | ECONOMIC CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Interdependence<br><br>• awareness that communities depend on taxes to provide necessary public services | Communities collect taxes to provide services for public benefit.<br><br>• fire department<br>• police department<br>• school system<br>• social welfare agencies<br>• highway system<br>• library<br>• park and recreation facilities<br>• health department<br>• water department | Take a walk in the neighborhood and discuss goods and services supplied by the local government.<br><br>• streets<br>• sidewalks<br>• fire alarm boxes<br>• streetlights<br>• playgrounds<br>• sewers<br>• trash trucks<br>• signs<br>• water supply<br>• traffic controls<br><br> Students could develop several sentences around the theme "The Day the [community helper] Disappeared."<br><br>Have students collect pictures of people performing public service jobs to use on a collage of community services they utilize. |

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Getting Information<br>• using a vareity of sources of information<br>Using Information<br>• drawing inferences from data<br>Presenting Information<br>• in written form<br>Self-Management<br>• decreasing ethnocentric perceptions | Knowledge<br>• Can the student identify public services provided by the local community?<br>• Can the student understand the need for taxes to provide necessary community services?<br>Skills<br>• Can the student gather information from a variety of sources?<br>• Can the student write original sentences on a topic? | AUDIOVISUALS<br>Community Workers and Helpers. Society for Visual Education. Filmstrips/cassettes.<br>PARTICIPATION PROJECT<br>"Community Services Booklet" |

| CONCEPTS | ECONOMIC CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Scarcity<br><br>• awareness of planning and decision making involved in the use of limited resources and unlimited wants and needs | People in communities must make choices due to unlimited wants and needs and limited resources.<br><br>• based on personal values<br><br>• influenced by peers<br><br>• opportunity cost<br><br>• with any given amount of money, the consumer must make a choice as to which products to buy | Conduct a mini economic system in which students work at specified classroom jobs to earn "money," give the students the opportunity to budget their "money" for purchasing items offered at various prices.<br><br>"money" - coupons, awards, classroom currency<br><br>items - posters, school supplies, stickers, books<br><br>Ask children to draw a picture of something they wish they could buy. Discuss why they wish for this item, how will they buy it, who else might wish for this item?<br><br>On a worksheet, match pictures of family members with pictures of items each might wish to purchase. Discuss why each member might choose that item and how some family members give up what they may want for themselves so that they can buy something "big" that everyone in the family can use and enjoy.<br><br>Role play a discussion in a rural, urban, and suburban setting in which a person considers a choice and talks over the difficult decision with friends. The role play could be initiated by students listing things a rural student might want. |

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Participating in Interpersonal and Group Relations<br><br>• assuming responsibility for carrying out tasks<br><br>Self-Management<br><br>• developing constructive attitudes toward conflict | Knowledge<br><br>• Can the student identify factors influencing individual purchases?<br><br>• Can the student explain the conflict between unlimited wants and limited resources?<br><br>Skill<br><br>• Can the student assume responsibility for carrying out tasks? | POEMS<br><br>"Choosing" by Eleanor Farejon.<br><br>"Shop Windows" by Rose Fyleman. |

| CONCEPTS | GEOGRAPHIC CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Nation-State<br><br>• awareness of location and boundaries of students' community, state, and nation<br><br>Environment<br><br>• awareness of people's utilization of geographic space to form patterns and boundaries of the community | A community is located in a suburban, urban, or rural area.<br><br>• location on a local map<br><br>• location of community on a New York State map, U.S. map, and globe<br><br>• location in relationship to other countries and land and water forms on maps and globes<br><br>• location as related to the cardinal directions north, south, east, and west on maps and globes<br><br>• location as related to the equator<br><br> <br>Students should recognize that U.S. citizens live in other places such as Puerto Rico, Guam, and the Virgin Islands. | Given a map of New York State, the student could locate and label his/her community.<br><br>Given a map of the United States, the student could locate and label New York State and his/her community.<br><br>Given a map of North America, the student could label the United States, Canada, Mexico, and the Atlantic and Pacific Oceans.<br><br>Display a globe showing the students their continent (North America), their country (U.S.A.), and their State (New York). Point out and define the equator and their directional relationship to it.<br><br>Given a map of the United States, students could locate and label Alaska, Hawaii, Puerto Rico and other U.S. Caribbean island possessions. |

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Getting Information<br>• using maps as a source of information<br><br>Using Information<br>• categorizing data from maps<br><br>Self-Management<br>• reducing stereotypic perceptions<br>• understanding diversity and ambiguity | Knowledge<br>• Can the students locate his/her community on a local, State, or national map and on a globe?<br><br>Skill<br>• Can the student gather information from a map? | BOOKS<br><br>Gerson, Mary-Joan. Why the Sky is Far Away - A Folktale from Nigeria. Harcourt Brace Jovanovich, Inc., 1974.<br><br>Knowlton, Jack. Maps and Globes. Thomas Y. Crowell, 1985.<br><br>Siebert, Diane. Truck Song. Thomas Y. Crowell, 1984.<br><br>AUDIOVISUALS<br><br>The City. Clearvue. Six filmstrips/cassettes.<br><br>What is a Community? Society for Visual Education. Study Prints.<br><br>Map and Globe Skills. Society for Visual Education. Six filmstrips/cassettes.<br><br>Directions for Beginners: North, South, East, West. 16 mm, 11 min. Coronet.<br><br>Earth: Man's Home. E.B.E., Film.<br><br>Learning To Read Maps. E.B.E., Film.<br><br>An Introduction to Maps. Eye Gate. (4 in set.) Filmstrip.<br><br>PARTICIPATION PROJECT<br><br>"News Around Our Town" (Suburb, City, Village)<br><br>"Our Community: Buildings We Know" |

| CONCEPTS | GEOGRAPHIC CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Environment<br><br>• awareness of the influence of nature, climate, and geography or people's development of a community | A rural, urban, or suburban community is influenced by geographic factors.<br><br>• soil<br><br>• landforms<br><br>• water bodies<br><br>• natural resources<br><br>• climate | Students can identify and name geographic features of their own community and photograph or draw them. A local map with strings attached to student illustrations or photos can form a bulletin board.<br><br>Text illustrations can be used to identify landforms in other communities. Discuss the question: How do you think people will make use of this land? |

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Getting Information<br><br>• identifying maps as a source of information<br><br>Presenting Information<br><br>• constructing and using appropriate maps | Knowledge<br><br>• Can the student identify geographic factors in the community?<br><br>Skill<br><br>• Can the student present information by constructing a map? | BOOKS<br><br>Aardema, Verna. Bringing the Rain to Kapiti Plain. Dial Press, 1981.<br><br>DePaola, Tomie. The Legend of the Bluebonnet: An Old Tale of Texas. Putnam Publishers Group, 1983.<br><br>Griffith, Helen V. Georgia Music. Greenwillow, 1986.<br><br>Spier, Peter. The Erie Canal. Doubleday & Co., 1970.<br><br>AUDIOVISUALS<br><br>"Freedom Trail Map"<br>King Federal Holiday Commission<br>Room 5182<br>471 7th Street<br>Washington, D.C. 20410 |

| CONCEPTS | GEOGRAPHIC CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Environment<br><br>• awareness of people's planning, creation, and adaptation in developing a community | Symbols in our community are helpful to us.<br><br>• traffic signs<br><br>• traffic lights<br><br>• street and highway markings<br><br>• picture and word signs<br><br>• building symbols | Construct a bulletin board having the students gather or make pictures showing traffic and safety signs, directional signs, and symbols used in the community and discuss their usefulness. Have students explain why picture and building symbols are appropriate for each structure.<br><br>Correlate this activity to mathematics observations of two-and three-dimensional shapes in the environment. |

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Getting Information<br><br>• identifying a variety of sources of information<br><br>Using Information<br><br>• identifying relationship among the parts | Knowledge<br><br>• Can the student identify the meaning of different types of symbols used in our community?<br><br>Skill<br><br>• Can the student identify relationships between map symbols and the objects they represent? | BOOKS<br><br>Rhodes, Dorothy. How to Read a City Map. Elk Grove Press, 1967.<br><br>Sweet, Dovie D. Red Light, Green Light: The Life of Garrett Morgan and the Invention of the Stoplight. Exposition, 1978. |

| CONCEPTS | GEOGRAPHIC CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Environment<br><br>• awareness of the influence of climatic patterns and geography on one's lifestyle | In some communities, life is influenced by seasonal changes.<br><br>• recreation<br><br>• travel, transportation<br><br>• celebrations, festivals<br><br> <br>A science study of the weather and seasons can complement this topic.<br><br>In some communities, seasons do not vary radically, for example Southern Florida, California, Arizona, Puerto Rico, Virgin Islands. | The students might complete a chart with words or pictures followed by a class discussion of how the seasons influence each activity in their community.<br><br>Summer \| Fall \| Winter \| Spring<br>WORK<br>CLOTHING<br>RECREATION<br>TRANSPORTATION<br>CELEBRATION<br><br>The class may complete the chart for other communities in various locations in the United States comparing and contrasting the activities in each region with their own.<br><br> <br>The year's calendar can be explored as a time line. The seasons, as parts of the whole year, can develop fractional awareness. |

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Using Information<br><br>• using charts to clarify data and ideas<br><br>• identifying similarities and differences in data<br><br>• generalizing from data | Knowledge<br><br>• Can the student explain ways his/her lifestyle is influenced by seasonal climatic patterns?<br><br>Skill<br><br>• Can the student generalize about the seasonal influences on a community's social interaction? | BOOKS<br><br>Aesop. City Mouse – Country Mouse. Scholastic Book Service, 1970.<br><br>Kurelek, William. A Prairie Boy's Winter. Houghton Mifflin, 1973.<br><br>Lewis, Thomas P. Hill of Fire. Harper & Row, 1983.<br><br>Provenson, Alice. A Book of Seasons. Random House, Inc., 1976.<br><br>Rylant, Cynthia. The Relatives Come. Bradbury, 1985.<br><br>AUDIOVISUALS<br><br>Seasons Study Prints. Society for Visual Education. Study Prints.<br><br>Urban Life Study Prints. Society for Visual Education. Study Prints.<br><br>Living on a Farm. Coronet. Six filmstrips/cassettes.<br><br>Sing a Song of Holidays and Communities. Bowmar/Noble. Multi-media. |

| CONCEPTS | HISTORIC CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Identity<br>• awareness and pride in one's ethnic heritage<br>• awareness of the ethnic diversity of people in the community<br><br>Culture<br>• awareness of cultural preservation and transmission within families<br>• empathy<br>• awareness of the behaviors inherent in different lifestyles, cultural and ethnic backgrounds | Each person in a community has an ethnic background which may be passed on to others.<br>• celebration of customs and traditions<br>• cultural learnings<br>• language<br>• folklore<br><br> <br>In many communities, rich resources of ethnic diversity are available for classroom use. It is equally important for students not regularly exposed to diversity to have multicultural contact. Consider foreign exchange students, international visitors and pen pals. | Students could pair up and each share a favorite holiday, custom, or celebration. The student who listened could tell others about his/her partner's custom.<br><br>Children's literature can enrich students' understanding of customs and traditions of community ethnic groups.<br><br> <br>Folktales can offer a rich source of information for cultural learning.<br><br> <br>Games and folk dances of many cultures can provide added insights to global awareness. |

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Participating in Interpersonal and Group Relations<br>• participating in group discussions<br>• incorporating positive learning attitudes<br>• recognizing and avoiding stereotypes<br><br>Self-Management<br>• decreasing ethnocentric perceptions<br>• increasing empathy for all ethnic backgrounds | Knowledge<br>• Can the student discuss his/her favorite celebration, custom, or tradition as being based on family background, ethnic heritage, or religion?<br>• Can the student conclude that each individual has an ethnic background whose customs and traditions are passed from generation to generation?<br><br>Skill<br>• Can the student participate in group discussions recognizing others have a different point of view? | BOOKS<br><br>New York State Education Department. Families, Ways, and Places. University of the State of New York, 1979.<br><br>New York State Education Department. Wisdom of the Seneca. University of the State of New York, 1979.<br><br>Bierhorst, John. Spirit Child: A Story of the Nativity. Morrow, 1984.<br><br>Jukes, Mavis. Blackberries in the Dark. Knopf, 1985.<br><br>Levinson, Riki. Watch the Stars Come Out. Dutton, 1985.<br><br>Seegar, Pete. Pete Seeger's Story Song. Abiyoyo. Macmillan Publishing Co., 1986.<br><br>Varley, Susan. Badger's Parting Gifts. Lothrop, 1984.<br><br>AUDIOVISUAL<br><br>Record: African Songs and Rhythms for Children. The Learning Tree. |

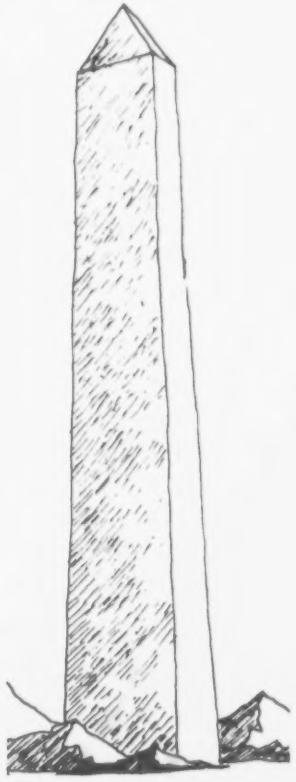
| CONCEPTS | HISTORIC CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
| --- | --- | --- |
| Change<br><br>• awareness of its continuous and universal effects | Schools change over time.<br><br>• population<br><br>• class size<br><br>• building use<br><br>• staff and faculty<br><br>• facilities | Students could invite staff members who have been in the school building many years to discuss changes in the school. They could collect information and prepare a booklet for the school library. Charts, graphs, and captioned pictures could be used.<br><br> <br>The concepts of time and chronology are difficult for children to understand. Observing change take place can provide concrete input. |

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Presenting Information<br>• constructing graphs, charts<br>• using a variety of media forms<br>• communicating ideas coherently<br>• following acceptable format<br>Self-Management<br>• developing constructive attitudes toward change | Knowledge<br>• Can the student discuss ways the school has changed?<br>• Can the student state that change is natural and schools are also affected by change?<br>Skill<br>• Can the student demonstrate effective writing skills? | BOOKS<br>Rylant, Cynthia. When I Was Young In the Mountains. E.P. Dutton, 1982. |

| CONCEPTS | HISTORIC CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Change<br><br>• awareness of growth and decline and their effects on a community (physical space, way of living, appearance)<br><br>• awareness of attitudes, values, and conflicts which accompany and influence change | Rural, urban, and suburban communities change over time.<br><br>• population<br><br>• ways of living<br><br>• geographic space<br><br>• appearance<br><br>• community facilities/services<br><br>• ethnic composition | The children may interview their parents, guardians, grandparents, or other adults to discover how the community has changed throughout the years. List and discuss some changes comparing the past and the present. Invite a local historian to discuss the past and present community with the children and why such changes occurred. Read books and view media which depict life in the past and discuss how lifestyles have changed over time having students hypothesize about reasons for change. |

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Getting Information<br><br>• identifying source of information such as visuals, field trips, artifacts, and primary and secondary materials<br><br>Using Information<br><br>• generalizing from data by creating broad statements which encompass findings<br><br>Self-Management<br><br>• developing constructive attitudes toward change | Knowledge<br><br>• Can the student name ways communities change over time?<br><br>• Can the student understand that changes have occurred in his/her community?<br><br>Skill<br><br>• Can the student identify a variety of sources of information? | PARTICIPATION PROJECT<br><br>"Landmarks in Our Local Area"<br><br>BOOKS<br><br>Coutant, Helen. First Snow. Alfred A. Knopf, Inc., 1974. |

| CONCEPTS | HISTORIC CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Culture<br><br>• awareness of the unifying effects of sharing historical celebrations | Communities celebrate their history<br><br>• through festivals<br><br>• fairs<br><br>• holidays<br><br>• monuments and statues<br><br> <br>The grade four social studies program includes a more extensive study of local history. In grade two, students can begin to observe and be aware of local history. | Keep students informed of any local celebrations. Survey the community to discover local celebrations and discuss their origins — religious holidays, ethnic celebrations, life-style celebrations.<br><br>Choose any statues or monuments in the community, research and discuss the reason why this person, event, or location is commemorated. A field trip to such a landmark may be appropriate.<br><br>Celebrations of other United States communities might be shared through news watching and student information sharing. Students could learn about ethnic traditions through celebration of a festival or event, Hispanic, Afro/Asian, Italian, Chinese, Japanese, etc. |

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Getting Information<br>• listening<br>• gathering data from visuals and artifacts<br>Presenting Information<br>• speaking in an effective way<br>• developing skills in being a discussion leader or participant<br>Self-Management<br>• developing constructive attitudes toward change | Knowledge<br>• Can the student name ways communities celebrate their history?<br>Skills<br>• Can the student use a variety of sources of information to participate effectively in a discussion?<br>• Can the student explain why people wish to remember and celebrate their history?<br>• Can the student gather information through listening and observing? | BOOKS<br>Anderson, Joan. The First Thanksgiving Feast. Houghton Mifflin, 1984.<br>PARTICIPATION PROJECT<br>"News Around Our Town" (Suburb, City, Village)<br>  |

| CONCEPTS | HISTORIC CONTENT UNDERSTANDINGS | POSSIBLE ACTIVITIES |
|---|---|---|
| Change<br><br>• awareness of the continuous nature of change and extension to future time | Communities of the future may be different in many ways.<br><br>• size<br><br>• appearance<br><br>• location in outer space, underwater<br><br>• rules and laws<br><br>• energy and water sources<br><br>• transportation networks<br><br> <br>One goal of futurists is to help people evaluate probable and possible change as a basis for acting in support of preferable change. Even young students can begin this evaluative process. | Students could brainstorm things that have changed in the community in their lifetimes. They could categorize and label the changes from their list. Using the category labels they could work in groups to predict and illustrate changes that might occur in the future. Finally, they could discuss and evaluate the predicted changes as desirable or not desirable.<br><br> <br>Bound books of student-written science fiction could be developed. Young students may pair with more experienced writers to develop stories. |

| POSSIBLE SKILLS/ATTITUDES | EVALUATION | RESOURCES |
|---|---|---|
| Getting Information<br>• listening<br>Using Information<br>• drawing inferences from data<br>• generalizing information from data<br>Self-Management<br>• developing constructive attitudes toward change | Knowledge<br>• Can the student discuss ways in which communities change?<br>Skill<br>• Can the student draw inferences and generalizations from information? | |

## APPENDIX A:

## STUDENTS WITH HANDICAPPING CONDITIONS

The Board of Regents, through revising the Part 100 Regulations of the Commissioner and the Action Plan, has made a strong commitment to integrating the education of students with handicapping conditions into the total school program. According to Section 100.2(s) "Each student with a handicapping condition, as such term is defined in Section 200.1(ii) of this Chapter, shall have access to the full range of programs and services set forth in this Part to the extent that such programs and services are appropriate to such student's special educational needs." Districts must have policies and procedures in place to make sure that students with handicapping conditions have equal opportunities to access diploma credits, courses and requirements.

The majority of students with disabilities have the intellectual potential to master the curricula content requirements for a high school diploma. Most students who require special education attend regular education classes in conjunction with specialized instruction and/or related services. These students must attain the same academic standards as their nonhandicapped peers in order to meet these requirements. For this reason, it is very important that at all grade levels students with handicapping conditions receive instruction in the same content areas so as to receive the same informational base that will be required for proficiency on statewide testing programs and diploma requirements.

The teacher providing instruction through this syllabus has the opportunity to provide an educational setting which will enable the students to explore their abilities and interests. Instruction may be provided to handicapped students either by teachers certified in this subject area or by special education teachers. Teachers certified in this subject area would be providing instruction to handicapped students who are recommended by the Committee on Special Education (CSE) as being able to benefit from instruction in a regular educational setting and are appropriately placed in this setting. Special education teachers may also provide this instruction to a class of students with handicapping conditions in a special class setting.

Teachers certified in the subject area should become aware of the needs of students with handicapping conditions participating in their classes. Instructional techniques and materials must be modified to the extent appropriate to provide students with handicapping conditions the opportunity to meet diploma requirements. Information or assistance is available through special education teachers, administrators, the Committee on Special Education or a student's IEP.

**STRATEGIES FOR MODIFYING INSTRUCTIONAL TECHNIQUES AND MATERIALS**

1. Prior to having a guest speaker or taking field trips, it may be helpful to structure the situation. Use of a checklist or a set of questions generated by the class will help students focus on relevant information. Accessibility for students with handicapping conditions should be considered when field trips are arranged.

2. The use of computer software may be appropriate for activities that require significant amounts of writing by students.

3. Students with handicapping conditions may use alternative testing techniques. The needed testing modifications must be identified in the student's Individualized Education Program. Both special and regular education teachers need to work in close cooperation so that the testing modifications can be used consistently throughout the student's program.

4. Identify, define and pre-teach key vocabulary. Many terms in this syllabus are specific and may need continuous reinforcement for some students with handicapping conditions. It would also be helpful to provide a list of these key words to the special education teacher in order to provide additional reinforcement in the special educational setting.

5. Check periodically to determine student understanding of lectures, discussion, demonstrations, etc. and how this is related to the overall topic. Encourage students to express their understanding. It may be necessary to have small group discussions or work with a partner to determine this.

6. Provide students and special education teachers with a tape of lectures that contain substantial new vocabulary content and of guest speakers for further review within their special education classes.

7. Assign a partner for the duration of a unit to a student as an additional resource to facilitate clarification of daily assignments, timelines for assignments and access to daily class notes.

8. When assigning long-term projects/reports, provide a timeline with benchmarks as indicators for completion of major project/report sections. Students who have difficulty with organizational skills and time sequence may need to see completion of sections to maintain the organization of a lengthy project/report.

Special education teachers providing this instruction must also become familiar with the goals and objectives of the curriculum. It is important that these teachers provide their students with the same or equivalent information contained in the curriculum.

Regardless of who provides the instruction, the cooperation between teachers of regular and special education programs is essential. It is important for the students as well as the total school environment.

**ALTERNATIVE TESTING TECHNIQUES**

Another consideration in assisting students with handicapping conditions to meet the requirements of regular education is the use of alternative testing techniques. Alternative testing techniques are modifications of testing procedures or formats which provide students with handicapping conditions equal opportunity to participate in testing situations. Such techniques provide the opportunity to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted by the existence of a handicapping condition.

The Committee on Special Education (CSE) is responsible for identifying and documenting the student's need for alternative testing techniques. This determination is made when a student is initially referred to the CSE, is reviewed annually for as long as the student receives special education services, and is reviewed when the student is determined to no longer need special education services. **These modifications are to be used consistently throughout the student's educational program.** Principals ensure that students who have been identified by the CSE as educationally handicapped are provided the alternative testing techniques which have been recommended by the CSE and approved by the Board of Education.

**Alternative testing techniques which have been specified on student IEPs for use by a student must be used consistently in both special and regular education settings.** Regular classroom teachers should be aware of possible alternative testing techniques and should be skilled in their implementation.

The coordination and cooperation of the total school program will assist in providing the opportunity for a greater number of handicapped students to meet the requirements needed to pursue a high school diploma. The integrated provision of regular education programs, special education programs, remediation, alternative testing techniques, modified teacher techniques and materials, and access to credit through alternatives will assist in enabling such students to pursue the high school diploma to a greater degree. The teacher who provides instruction through this curriculum has a unique opportunity to assist such students in their individual goals.

Additional information on alternative testing modifications is available in the manual, Alternative Techniques for Students with Handicapping Conditions which can be obtained from:

New York State Education Department
Office for Education of Children with Handicapping Conditions
Room 1071 Education Building Annex
Albany, New York 12234

## Infusing Awareness of Persons with Disabilities Through Curriculum

In keeping with the concept of integration, the following subgoal of the Action Plan was established:

> In all subject areas, revisions in the syllabi will include materials and activities related to generic subgoals such as problem solving, reasoning skills, speaking, capacity to search for information, the use of libraries and increasing student awareness of and information about the disabled.

The purpose of this subgoal is to ensure that appropriate activities and materials are available to increase student awareness of disabilities.

This syllabus, by design, includes information, activities and materials regarding persons with handicapping conditions. Teachers are encouraged to include other examples as may be appropriate to their classrooms or the situation at hand. Teachers are also encouraged to assess the classroom environment to determine how the environment may contribute to student awareness of persons with disabilities.